10th Standard English Medium Social Science Part 1

by Karnataka Textbook Society

Karnataka Textbook Society

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SOCIAL SCIENCE Part-1

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PREFACE

The Textbook Society, Karnataka has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF-2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 there is the EVS, mathematics and 5th to 10th there are three core subjects namely mathematics, science and social science.

NCF-2005 has a number of special features and they are:

1. Connecting knowledge to life activities
2. Learning to shift from rote methods
3. Enriching the curriculum beyond textbooks
4. Learning experiences for the construction of knowledge
5. Making examinations flexible and integrating them with classroom experiences
6. Caring concerns within the democratic policy of the country
7. Making education relevant to the present and future needs
8. Softening the subject boundaries- integrated knowledge and the joy of learning.
9. The child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely. Constructive approach Spiral Approach and Integrated approach

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not, examination oriented in their nature. On the other hand they help the learner in the all-round development of

his/her personality, thus help him/ her become a healthy member of a healthy society and a productive citizen of this great country, India.

In Social science especially in standard 5 the first chapter deals with the historical, geographical, cultural and local study of the division in which learners live. Chapters on sociology, business studies and commerce are introduced in standard VIII as per the guidelines of NCF-2005. A lot of additional information is given through box items. Learners are encouraged to work towards construction of knowledge through assignments and projects. Learning load of memorizing dates has been reduced to the minimum. Life values have been integrated with content of each chapter.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinizers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks.

Prof. G. S. Mudambadithaya
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Chairpersons' Note

A demand for the change of curriculum, syllabi and textbooks has been heard from parents at every internal of five years. The Government of Karnataka has accepted the demand favorably and revised its Curriculum (KCF 2007) and syllabi in all subjects. As a result of it textbooks are being prepared in various subjects and the result is this Social Science book for standard IX. It has been designed and prepared according to the changed situations in various curricular areas to enable the students to construct knowledge through activities. There are six subject areas namely, History, Political Science, Geography, Economics, Sociology and Business Studies.

The textbook has been prepared keeping in mind the changing situations in rural and urban scenario and at the same time providing opportunities for creativity among learners. A large number of activities and project works have been designed for the purpose. These are designed based on the fact that we live in a world of competition where acquiring knowledge has become the need of the day. The matter has been presented in a simple style and technical words have been glossed. That does not mean that are have succeeded fully in our endeavor though we have followed the basic principles enunciated in NCF 2005.

We express our grateful thanks to all those who gave us concrete suggestions at every stage of preparation of the book. We are grateful to the writers, the scrutiny committee members and translators.

We are especially grateful to the chief coordinator Prof. G S Mudambadithaya who has been striving hard in planning and bringing out textbooks of very high standard in all subjects. We express our sincere thanks to the Managing Director, Deputy Director and the coordinator of Social Science book. I also place on record my indebtedness to the vice Chancellor, Registrar and other colleagues of the University of Tumakuru for their encouragement and guidance.

Dr. M. Kotresh, A. S. Dikshit Chairpersons

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About the Revision of Textbooks

Honorable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty-seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in makers of subjects and syllabi were in the committees.

There were already many complaints, and analysis about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it vas said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self-inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meeting were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meeting were held for discussions. Women associations

and science related organization were also invited for discussions. Thus, on the basis of all inputs received from various sources, the textbooks have been revised where ever necessary.

Another very important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state textbooks have been enriched basing on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined alongside with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees and experts of revised text also. At the same time, we thank all the supervising officers of the Textbook Society who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also due to the subject experts and to the associations who gave valuable suggestions.

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HISTORY

UNIT-1: ADVENT OF EUROPEANS TO INDIA

In this unit you learn:

1. The trade and commerce relationship India had with Europeans
2. The arrival of Europeans to India for trade
3. The Carnatic wars in the backdrop of European political developments.
4. Battle of Plassey, Battle of Buxar and Dual-Government system
5. The British policy of aggression

There were trade and commerce relationship between India and Europe since ancient times. There was great demand for Indian spices like Pepper, Cardamom, Ginger and many other spices in Europe. The trade relationship continued between India, Europe and other Asian countries even during middle ages. The Arab merchants carried the Asian merchandise into Constantinople of Eastern Roman (Byzantium) Empire. Italian merchants would buy these goods and then sell in European countries. Like this, Constantinople was the center of international business and considered as the ‘Gate of European Trade’. While Arab merchants had gained monopoly over the trade in Asian countries, Italian traders had gained monopoly over trade in Europe. The merchandise from Asia had brought good profits to Italian merchants.

The fall of Constantinople

The trade and commerce between Asia and Europe was taking place through the city of Constantinople. In 1453, the Ottoman Turks captured the city of Constantinople. As a result, all the trade routes connecting the city of Constantinople came under the control of Turks. Turks started levying too many taxes on the goods passing through these routes. As a result, the merchants felt that the trade was not profitable. Meanwhile, Spain and

Portugal were attempting to break the monopoly of Italian traders. They started encouraging courageous sailors to find a sea route to India. The invention of Compass, Astrolabes, and Gunpowder provided further impetus to this venture.

A new sea route to India

Vasco da Gama, the Portuguese sailor who left Lisbon and reached Kappadu near Calicut on the East coast of India in 1498. By this, he was successful in discovering a new sea route to India. This route continued to be the route of trade between India and Europe for many years. Like this Portuguese were the first to re-establish trade between India and Europe.

Know this:

In 1869, a huge canal was built in Egypt to connect the Red Sea and Mediterranean Sea and it is called Suez Canal. Until the building of Suez Canal, the sea route discovered by Vasco da Gama was the route used for the trade between India and Europe. The ships had to pass the Cape of Good Hope, the southernmost tip of Africa to reach India. The distance between Mumbai and London through Cape of Good Hope is 10,800 nautical miles (01 nautical mile = 1.85 KMS), it is only 6,200 nautical miles through Suez Canal. The journey is reduced to half of the distance.

European Trade Companies:

With success of Portuguese, many Dutch, French and English arrived at India for trade. This development not only changed the history of India, it also changed the history of European countries.

Portuguese

Portuguese were the first to arrive at India for the trade and were also the last to leave India on the sea route. After Vasco da Gama, Francisco de Almeida arrived in India as the Viceroy of Portuguese. He implemented ‘Blue Water Policy’ in order to establish the supremacy over the Sea instead of supremacy over lands. Alfonso de Albuquerque, who came after Almeida, is considered as the real founder of Portuguese Empire in India.

He waged a battle against the Sultan of Bijapur in 1510 and won Goa. Goa became the administrative Centre of Portuguese administration in India. The Portuguese had absolute monopoly over trade with India for almost a century and their power declined with the arrival of English and French in India.

Dutch

Dutch are from Holland or Netherlands. They established United East India Company in 1602 with the aim of doing business with eastern countries and entered countries like India, Java, Sumatra, Indonesia and spices rich islands. They established warehouses in Surat, Broach, Kambe, Kochin, Nagapatanim, Masulipatanam and Chinsor and other places in India. With this they broke the monopoly of Portuguese in India. Later, unable to face competition from English and French, Dutch limited themselves to Spice rich Islands.

Know this:

The Warehouses were the places of storing merchandise. Huge walls were built around these warehouses to provide protection.

English

In 1600, December 31, Queen Elizabeth issued a royal charter authorizing East India Company to trade with Eastern Countries for fifteen years. The company started the business formally in 1613. The Mughal Emperor Jahangir issued a royal permission to Eng1ish to establish their first warehouse of factory at Surat. In 1617, Sir Thomas Roe arrived at the court of Jahangir as the royal ambassador from the court of James I. He sought permission from Jahangir to establish factories in other places of Mughal Empire. English established factories in Agra, Ahmadabad and Broach. In 1639, English took Madras from the King of Chandragiri and established a strong fort named St. George Fort. Later, Charles II, the Prince of Eng1and, gave Bombay as an annual rent of ten pounds a year to East India Company in 1668. In 1690, the English purchased three villages namely Sutanauti, Kalikata and Govindapura on the banks of Hugli River

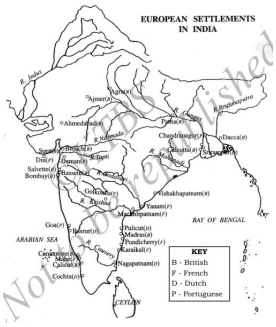
and built Fort William. The city of Calcutta grew around this fort. By 17th century, the English had established Bombay, Madras and Calcutta as the centers of their Presidencies. By the later part of Eighteenth century, the English made Calcutta as their capital city. They implemented their own civil and Criminal Procedure Codes in the areas that were under their control.

French

French East India Company started as a government owned company in 1664. It started its first factory in Surat in the year 1668. Later they established its factories in Machalipatanam, Chandranagara, Mahe, Karaikallu, Cossimbazar, and Balasur. In 1674, the French took Valikandapuram from a local Muslim official and developed it as a major trade center. That center is Puducheri or Pondicherry. Dupleix, who arrived in Pondicherry as the Governor General of French had the high ambitions of establishing French as the major power in South India. This ambition led to Carnatic wars with the English.

The Competition between English and French

The Portuguese and Dutch had withdrawn from India unable to withstand the competition from French and English by 18th century. Finally, French and English resorted to show strength in order to establish their political supremacy over India. Meanwhile, political volatility aroused in the regions of Hyderabad and Carnatic (Eastern part of Tamil Nadu) and both the English and French tried to exploit the situation in their favor. This led to three Carnatic Wars.



Know this:

Hyderabad Kingdom was established in 1724 by AsafJha. His feudatory ruler Dost Ali who was ruling Carnatic region was not loyal to him. The Marathas killed Dost Ali in 1740 and looted Carnatic and imprisoned his Son-in-law Chandasheb in Sathara. AsafJha named Anwar Uddin as the Nawab of Carnatic in the place of Dost Ali.

First Carnatic War (1746-48):

On the request of Dupleix, La Bourdonnais, a French military leader from Mauritius invaded Madras and captured it. This forced the helpless British to request the help of Anwaruddin, the Nawab of Carnatic for support. The army sent by Anwaruddin failed to defeat the French at Madras. Finally, La Bourdonnais took money from the English and returned Madras and went back to Mauritius. This enraged Dupleix and attempted to take Madras but failed in it. Finally, this war ended with a treaty in Europe between France and England called Treaty of Aix-la- Chappelle.

Know this:

The Nizam of Hyderabad, AsafJha died in 1748. A tussle started between his son Nasir Jung and his daughter's son Mujaffar Jung for the throne. On the other hand, a fight had broken out between Chandasaheb (who was released from the Maratha prison) and Anwaruddin in Carnatic. French extended their support to Mujaffar Jung in Hyderabad and Chandasaheb in Carnatic. The English extended their supported Nasir Jung and Anwaurddin.

In 1749, the combined forces of French, Chandasaheb and Mujaffar Jung defeated Anwaurddin and killed him in Ambur battle. As a result Chandasaheb became the ruler of Carnatic. Muhammad Ali, the son of Anwaruddin, stayed at Thiruchirapalli with the help of English. In Hyderabad, Mujaffar Jung became the Nizam by killing Nasir Jung with the help of French and Chandasaheb. He got killed after a few days. The French made Salabath Jung, another son of Asaf Jha as the Nizam of Hyderabad.

Second Carnatic War (1749-1754):

In the changed circumstances, French made Salabath Jung, another son of AsafJha as the Nizam of Hyderabad. An officer named Bussi was stationed in Hyderabad for his protection by French. In Carnatic Chandasaheb was the Nawab with the help of French. Robert Clive of East India Company attacked Arcot, the capital city of Carnatic and defeated Chandasaheb. Chandsaheb was imprisoned and later killed in this war. In the place of Chandsaheb, the English named Muhammad Ali, the son of Anwaruddin, as the Nawab of Carnatic. The second Carnatic war ended with the Treaty of Pondicherry. French recalled Dupleix. This war brought laurels to English, while French suffered a political setback.

Third Carnatic War (1756-1763):

Comte de Lally of French attempted to besiege Wandiwash in 1760. In this decisive battle Sir Eyre Coote of the English army defeated the French and imprisoned Bussi. Lally escaped and hide in Pondicherry. Finally, Eyre Coote attacked Pondicherry and Lally had to surrender unconditionally in 1761.

French had to lose all their bases in India due to Carnatic wars. In spite of this, as per the ‘Treaty of Paris’ in 1763, Pondicherry was returned to French. With these developments, French lost their importance in India. Like this, English by defeating all their rivals, started consolidating their power over the Southern India.

Know this:

Robert Clive:

Robert Clive, who laid the firm foundation of the British Power in India, had joined the East India Company as clerk. He played a decisive role in Carnatic wars, particularly in the siege of Arcot and played a prominent role in the British victory. He was successful in establishing the British rule over South India and was instrumental in Bengal victory also. After the Battle of Plassey in 1757, he gained control over the Nawab of Bengal also. Clive amassed immense wealth in all these ventures and

helped the East India Company to earn more profit. Clive returned to England with immense wealth rich and became the Member of Parliament. With the return of Clive to England, the East India Company started facing losses in its business. Even though there were many allegations against Clive, the British government had to resend Clive to India to sa.ve the company and also save the face of the country.

The British won the Buxar battle and earned back its respect again. Clive was successful in securing the Dewani rights for the British over Bengal, Bihar and Odisha regions. This brought more wealth to Robert Clive and to East India Company as well.

Dupleix:

Dupleix was named the Governor General of French regions in India in 1742. He dreamt of achieving French harmony over India and entered into treaties with the local kings. Hyder Ali was also trained in the army of locals raised by Dupleix. The British considered Dupleix as a formidable challenge to them. Hence, we notice clashes over between the French and the British to gain supremacy over Carnatic and Deccan Plateau. Dupleix played an important role in the First Carnatic War in 1746. The rivalry between the French and the British continued till 1754. Later, French government recalled Dupleix as it wanted peace.

The British Rule in India

After gaining political control over South India, the British tried to gain control over rich Bengal province in the 1ater part of 18th century. The Bengal province had achieved tremendous growth in the area of agriculture, commerce and industry. The East India Company was making considerable profit from this province. The Dastakths (License) issued by the Mughal ruler Faruk Shiara were the main reasons for this. But, these Dastakths that were limited to the company transactions were misused by the individual officers of the company too. This resulted in huge loss to the Bengal government. Hence, all Nawabs from Murashid Ali Khan to Ali Wardhikhan were opposing such misuses. Later this led to confrontation between the Nawabs and the company. This resulted in two crucial wars

which charted a decisive course to Indian history. Plassey and Buxar were those two wars.

Know this:

Dastakath-a license that can ensure anyone to import and export without paying any tax and transport goods anywhere

Battle of Plassey (1757):

Aliwardi Khan, the Nawab of Bengal died in 1756. His grandson Siraj-ud-Daula came to throne. The Plassey Battle took place between the young Nawab Siraj-ud-Daula and the British in

Reasons:

1. **Misuse of Dastakaths:**

Siraj-ud-Daula was furious that the Dastakaths were misused by the officials of the company incurring losses to the government treasury.

2. **Mending of the fort without permission:**

The British repaired the fort of Calcutta and placed canons in them. This further angered Siraj-ud-Daula and he ordered the removal of canons from the court. The British refused to do this angering the Nawab further.

3. **Black Room Tragedy:**

Siraj-ud-Daula conquered the Fort William easily and imprisoned some of the British. He imprisoned 146 Englishmen in a small room in the fort, of which 123 died. This is called as the Black Room Tragedy. This enraged Robert Clive and arrived in Bengal with a large army.

Robert Clive attracted rich locals like Manikachand, Omiebaod, Jagath Seth and others towards him. He was successful in convincing Mir Jaffar, the military head of Siraj-ud-Daula to stay neutral in the battle by offering him the post of Nawab of Bengal. Encouraged by all these developments, Robert Clive declared war against Siraj-ud-Daula.

Everything went according to the plan of Clive. Siraj-ud-Daula who tried to escape from the battle field was captured and killed.

Outcome:

1. This war brought out the immorality, lack of unity among the Indians and the greed of Indian businessmen.
2. Mir Jaffar became the Nawab of Bengal.
3. The company gained exclusive rights to do business in Bengal.
4. Mir Jaffar had to a pay rupee seventeen corner and seventy lakhs to as a relief to Sirja-ud-Dulah's attack on the Fort William.

In nutshell, Mir Jaffar became continuous victim of the company and its employees. Even though the treasury went bankrupt due to this greedy nature, the greediness of the company and its officials were never satisfied. The British projected Mir Jaffar as an inefficient Nawab and brought in his nephew Mir Qasim as the new Nawab.

Battle of Buxar (1764):

Mir Qasim was an efficient administrator. In the beginning he remained loyal to the company. He paid two lakh pounds to the company and gave away few places to it. Shortly, he declared himself as an independent King. After verifying the misuse of Dastakaths, he declared that the business is duty free in Bengal. As a result, the Indians competed against British in all spheres of business. As a result, the British trade suffered considerably. This was enough for the British to oppose the Nawab. They brought in Mir Jaffar again and dethroned Mir Qasim. As Mir Qasim knew about the cunningness of the British, he went for an organized war against them. He was supported by the Indian merchants and artisans. Mir Qasim entered into agreements with the Mughal ruler Sha Alam-II and Nawab of Awadh 'Shuj-ud-daul'. The combined forces of Mir Qasim faced the British army led by Hector Munro at Buxar in 1764. Mir Qasim got defeated and ran away from the battle field. Sha Alam-II surrendered. The efforts of the combined forces to stop the British force failed completely.

Outcomes:

1. Sha Alam-II accorded the Dewani rights over Bengal to the British.
2. Sha Alam-II gave away all the rights over Bengal to the British for an annual fee of rupees 26 lakhs.
3. The Nawab of Awadh had to give away a fine of rupees 50 lakh for waging a. war against the company.
4. With the death of Mir Jaffar, the company paid pension to his son and took over the entire administration of Bengal.

The Buxar battle made the British as the real holders of power over Bihar, Bengal and Odisha provinces. Even Awadh remained under their control. In 1765, Robert Clive brought in 'Dual-government' concept. As per this concept, the British had the right to collect land taxes, whereas the Nawab had power over administrative issues like justice and others. Like this, the British gained political control over India to protect their business interest.

Know this:

Dewani Rights: The right to collect land taxes

Know this:

1. In 1600- The East India Company was established
2. In 1602- United East India Company was established in Netherlands
3. In 1619- The Mughal emperor Jahangir issued royal charter allowing the British to conduct trade in Surat, on the west coast and in Hugli, on the east coast.
4. In 1639- The English established their first warehouse in Madras
5. In 1664- French Ea.st India Company was established in France

EXERCISES

1. **Complete the following blanks with suitable answers:**

1. In 1453, the Ottoman Turks occupied _____ city.
2. The sea route between India and Europe was discovered by _____
3. The capital of French in India was _____
4. In 1757, Robert Clive declared _____ war over Siraj-ud-Daula.
5. The Dewani rights over Bengal were handed over to British by _____
6. The dual government policy was implemented by _____ in Bengal.

2. **Discuss in group and answer the following questions:**

1. How did trade take place between India and Europe during middle ages?
2. Discuss the reasons that resulted in the discovery of new sea route to India.
3. Make a list of the Europeans who arrived at India to do business.
4. Explain the Second Carnatic War.
5. State the reasons and results of Plassey war.
6. What were the results of Battle of Buxar?

3. **Activity:**

Collect information on the Presidency cities built by the British.

UNIT-2: THE EXTENSION OF THE BRITISH RULE

In this unit you learn

1. Anglo-Maratha wars
2. The Consolidation of the British power
3. No Succession rights for the adopted children
4. Subsidiary alliance
5. Anglo-Sikh wars

Through Carnatic wars, the English had made other Europeans countries not to challenge them in India. They gained complete political control over Bengal through. Plassey and Buxar battles. By 1765, they had gained control most of the eastern parts of India. Since, the Marathas and Mysore states were dominant in southern and western part of India; the hold of British was restricted to Bengal and Bombay regions only.

Hyder Ali and Tippu Sultan of Mysore along with Peshwas of Marathas were the only impediments in the path of expansion for the British. The others were Sikhs in the North western region. Ranjith Singh who emerged in the later part of nineteenth century was a formidable opponent to the British. He was successful in organizing the Sikhs.

The British also waged repeated wars from the mid of eighteenth century to mid of nineteenth century to extend their empire in India. Apart from this, they also annexed various kingdoms with cunning policies like ‘Subsidiary Alliance’ and ‘Doctrine of Lapse’. During this period, the British waged three Anglo-Maratha wars, four Anglo-Mysore wars and two Anglo-Sikh wars. Since the Anglo-Mysore wars discussed in unit 4, here we shall understand the wars of the British with Marathas and Sikhs.

Anglo-Maratha Wars

First Anglo-Maratha War (1775-1782)

The Marathas instilled Sha Alam-II back on the throne of Mughal Empire in Delhi. Sha Alam-TT was under the care British after the defeat in Buxar war. Now, the Emperor gave Kora and Alahabad to Marathas, which he had earlier given them to the British. This resulted in the enmity between Marathas and the British. During this period, the death of Maratha strong man Madhav Rao Peshwa was a major setback to Marathas. Though, his brother Narayan Rao came to power, he was murdered by his uncle Raghobha (Ragunatha Rao). This resulted in the infighting for the Peshwa post. The Maratha federation brought MadhavRao II of NarayanaRao to the post of Peshwa. Upset with this development, Raghobha approached the British for support. The British thought of exploiting this situation in their favor. A long war was waged from 1775 to 1782 between the Marathas and the British. Initially, though Marathas gained upper hand, later they had to lose Alahabad to the British. The Maratha federation unable to sustain the war with the British finally entered ‘Salbai Agreement’ and ended the war. Madhav Rao II was named as the Peshwa.

Lord Wellesley (1798-1805) and the Subsidiary Alliance:

The expansion of the British Empire took place in a larger pace after the arrival of Lord Wellesley as the Governor General of India. By this time, the powerful states of Marathas and Mysore had become weak and the expansion was easier. Lord Wellesley followed three policies to expand the British Empire in India. They were: Subsidiary Alliance, Waging war against new states and administering the states directly that were under the control of the British.

Subsidiary Alliance:

Lord Wellesley brought this policy into effect in 1798 in order bring the Indian states under control. This was basically a Military Protection agreement between the East India Company and the Indian State.

The Conditions of Subsidiary Alliance:

1. The Indian King had to keep the British Army in his kingdom.

2. The concerned state had to bear the expenses of the army and the wages of soldiers, and also had to give certain revenue lands as well.
3. The King has to have a British Resident in his Court.
4. The King could not appoint any other European without the permission of the British.
5. In order to enter any agreement or pact with any Indian Government, the permission of the Governor General was mandatory.
6. In return of all these services, the Company would offer protection to the state from any internal or external aggression.

The British could place Indian state under their control through this policy and the maintenance of the army became easy. The Indian states were subjected severe economic exploitation. The Hyderabad State was the first state to enter this agreement. Later, Mysore, Awadh, Tanjore, Maratha, Poona, Birar, Gwalior and other states entered this agreement.

Second Anglo-Maratha War (1803- 1805):

The differences among the Maratha Chieftains was the reason for this war. An enmity broke out between Yeshwanth Rao of Holkar family and Daulth Rao of Sindhia family along with Peshwa Balaji Rao II. In 1802, the army of Holkar defeated the army of Scandia and the Peshwa. The Peshwa appealed for help from the British. Lord Wellesley finally got an opportunity to meddle with the affairs of Marathas. The Peshwa entered the Subsidiary Alliance system by accepting the Treaty of Bassein. Other Maratha families like Holkar, Gwalior and Bhonsle formed an alliance opposing this treaty. Lord Wellesley defeated the armies of various Maratha families from 1803 to 1805. But, his battle thirstiness increased the financial burden on the Company. On being criticized for this policy, Lord Wellesley resigned from his post and returned to England. This resulted in peace in the region.

Third Anglo-Maratha War (1817- 1818)

The Maratha families tried their best to protect their independence and honour. Even the Peshwa attempted to free himself from the clutches of the Company. The Peshwa attacked the British Residency in Poona and brunt it down. Appa Saheb of Nagapur and Malhar Rao Holkar rebelled against the British and were suppressed ruthlessly. Finally, Peshwa Baji Rao II fought against the British at Koregaon and Ashti and later surrendered to the British. The British abolished the Peshwa post and granted a pension to Baji Rao II. They installed Pratapa simha, the descendant of Shivaji as the ruler of Satara, a miniscule state, and named him as the traditional leader of Marathas and suppressed the Maratha resistance.

The Consolidation of the British Power (1818-1857):

The British completed their agenda of ruling the entire India from 1818 to 1857. They occupied major states like Sindh, Awadh and many other smaller states.

Anglo-Sikh Wars:

A political anarchy broke out in Punjab after the death of King Ranjith Singh in 1839. The British attempted to invade Punjab violating the Continuous Friendship Pact, they had with the erstwhile King. In December 1845, a war broke out between the British and Punjab. Sensing the danger from an outside force; Hindus, Sikhs and Muslims got together to defeat the British. Finally, they had to accept defeat due to few traitor leaders. They signed a humiliating Lahore Agreement in 1846. With the British Resident became the de facto ruler of Punjab. Like this, Punjab became the dependent state of East India Company.

The Sikh opposed the attempts by the British to rule Punjab directly. The opposition were led by ‘Chatter Singh Attariwala’ in Lahore and ‘Moolraj’ in Multan. Again the peop1e of Punjab were defeated. Finally, Lord Dalhousie merged the state of Punjab with the British Empire.

Dalhousie and the Doctrine of Lapse:

Dalhousie who arrived in India as the Governor General in 1848 made an attempt to integrate Indian princely states with the British Empire.

He adopted Doctrine of Lapse policy whereby the adopted children of Indian Kings were refused of their right to throne. According to this policy, “If any Indian ruler dies without children, their adopted children had no legal right over the throne”. And such state gets merged with the British Empire. Princely states like Satara, Nagpur, Sambalpur, Udaipur, Jhansi, and Jaipur came under this policy. As the Governor General knew the conditions of these states, he used this policy as a political weapon.

With the severe implementation of this policy not only the princely families, even ordinary people who sympathetic to these kings rebelled against the Company. Their love for their Kings and the sense of loyalty fuelled this rebellion further. This finally resulted in the Sepoy Mutiny of 1857.

Know this:

Ranjith Singh:

Ranjith Singh was born in 1780 as the son of Malan Singh who headed Sukkarchakkia misl, one of the twelve Misls of Punjab. He lost his father by the age of ten. When Jaman Sha of Kabul invaded India, Ranjith Singh offered his services to him. Jaman Sha made him the governor of Lahore along with the title ‘Raja’. He was nineteen years old by then. From hereafter, he grew up in an amazing way. He aimed at achieving absolute power over all the Sikhs. He took control over all the Sikh Misls present to the West of Sutlej and established his own Sikh Kingdom. He entered ‘Continuous Agreement’ with the British in 1809 at Amritsar. He organized his army on the lines of European armies. His army included Gorkhas, Biharis, Pathans and even Muslims apart from Sikhs. He founded a Foundry Workshop at Lahore in order manufacture Canons. The army of Ranjith Singh was the best among all the Indian rulers of that time. He was secular in temperament and supported both Hindu and Muslim spiritual leaders. People from all religions held high offices in his regime. He was successful in protecting his state from the British by not having any enmity with them. Meanwhile, even the British wanted a strong Buffer State to protect them from invasions from the North West of India. In nutshell, Ranjith Singh

founded an independent Sikh state and ruled it as an independent king till his death in 1839.

EXERCISES

1. **Fill in the blanks with suitable answers:**

1. At the end of First Anglo-Maratha war, _____ agreement was entered between Marathas and British.
2. The Subsidiary Alliance system was implemented by _____
3. The Doctrine of Lapse policy was implemented in the year _____
4. The Doctrine of Lapse policy was implemented by _____

2. **Discuss in group and then answer the following:**

1. Explain the reasons for First Anglo-Maratha War.
2. What were the conditions under Subsidiary Alliance? Explain.
3. Explain the Third Anglo Maratha War.
4. How did the Doctrine of Lapse support the expansion of British Empire in India?
5. Which were the states that came under the Doctrine of Lapse policy?

3. **Activity:**

1. Analyze the strategies adopted by the British to expand their empire in India and write an essay on the same.

UNIT-3: THE IMPACT OF BRITISH RULE IN INDIA

In this unit you learn

1. Administrative and Judicial System- Civil Services, Judicial System, Police System, Military System
2. Land Tax Policies- Permanent Zamindari System, Mahalwari System, Ryotwari System
3. Modern Education- Lord Macaulay, Wood's Commission (1854)
4. Laws during British Rule- Regulating Law, Pitts India Law, Charter Laws

The British East India Company fulfilled its commercial needs in the beginning as a Trade Company. On observing the fractured political landscape of India wherein hundreds of ruling dynasties were competing with each other, the British thought of exploiting the situation to further their political consolidation. They implemented ‘Divide and Rule’ policy among the Indian rulers and slowly dominated all the rulers and subjugated them. In order achieve complete domination in India, they employed ‘War’ and ‘Negotiation’ methods cleverly.

After getting India under control by employing various clever means, the British thought of strengthening their hold over India permanently. Then, India was devoid of ‘One Nation Concept’ and was scattered into various kingdoms. The British integrated the whole of India under one administrative and political structure. Education, Judiciary, Land taxes, Trade and Agriculture and other various areas of activities were regulated under various laws and administrative system. This brought in a new structure to India. While implementing all these measures, they never forgot to protect their financial interests. The British East India Company implemented various administrative experiments in order to achieve a new order in India.

Administrative and Judicial System

Civil services*:*

Lord Cornwallis introduced the administration of civil services. The system of appointing employees for the purpose of trade was done by the East India Company from the beginning. The company also provided permission for private workers to trade. By using these opportunities employers made money became corrupt through illegal means. So to control this in 1773 the government of England implemented Regulating Act in India. The aim of regulating act was as the name suggests to enforce control.

In 1800, Lord Cornwallis opened Fort William College in Calcutta for the benefit of people aspiring to join Civil Services. But, this initiation did not find support from the directors of the East India Company. As a result, all the appointments till 1853 were done by the directors. From 1853 onwards, the appointments for Civil Services were done through Competitive Examinations. This did not benefit Indians much. The British continued to suspect the efficiency of the Indians. Lord Cornwallis argued "All the natives of Hindustan are completely corrupt". As a result, only lower grade jobs were given to Indians.

The Judicial System:

A new Judicial System started finding roots when the British rule in began taking over from the Mughal rule. After the Battle of Buxar, the Mughal Emperor Shah Alam handed over the 'Diwani Rights', the authority to collect land taxes to the British. With this, Dual-Administration came into effect in Bengal region. This is also called as 'Dual-Governance'. Under this, the authority to collect land taxes, civil and judiciary were given to the Indian officials, whereas the British retained the authority of managing the revenue collected. Later on the British thought of bringing more centra1ized judicial system in India. With the implementation of this system, the British overtook the authority of the Mughal and established their supremacy in India. This was attained by implementing new Judicial System in India.

According the administrative plan devised by Warren Hastings who took over the administration as Governor in 1772, two types of courts were needed to be established in each district: 'A Dewani Aadalat' as a civil

court and ‘A Fouzadaari Aadalat’ as a criminal court. In these civil courts Hindus were dispensed justice as per the Hindu scriptures and the Muslims as per the Shariyat. Slowly, the British legal procedures were introduced in the criminal courts. Civil courts came under the administration of European officers. Though the criminal courts were under the control of ‘Qajis’, they were functioning under the supervision of European officers.

Police System:

The Police are in charge of maintaining the internal law and order situation. Lord Cornwallis implemented the efficient Police System in India for the first time. He created the new post of Superintendent of Police (SP). He divided a district into many ‘Stations’ and pit every station under a ‘Kotwal’. Similarly, he put every village under the care of ‘Chowkidhar’. ‘Kotwal’ was made accountable for thefts, crimes and other law violations at village level.

The severe drought of 1770 led to the weak law and order situation. Hence, the entire police system was brought under the control of the British Officers. The system of appointing British Magistrates started in 1781. The Police Officers were under the power of the Magistrates. The Police system underwent continuous changes. In 1861, the Police Law was implemented. This law is the base of good law and order administration. But, Indians were not appointed for the post of officers. In 1902, the Police Commission Law allowed the appointment of suitable educational qualification for the post of the police officers. In spite of all these measures, the discrimination against the Indians did not end.

Military System:

The Military was the base of administration during the British Rule. The British appointed the Indians for the military and took the entire India under their control with the help of the military. They protected their supremacy by addressing the challenges posed by outside as well as inside forces with the help of the military. The officers were again the British. The Indians could reach the rank of Subedar, the highest post available to them. Most of the Indians were Coolie Soldiers. The British Government accepted

the recommendations of Peel in 1857. Based on these recommendations, the Military System was redesigned.

Land Taxes Policies:

The East India Company had to pay four lakh Pounds to the British government for its control over Bengal Province. In order to fulfill this commitment, the Company had to stabilize its financial interests in a secure manner. Hence, it implemented many new land tax policies.

Permanent Zamindar System:

Lord Cornwallis implemented a new land tax policy in Bengal and Bihar regions, during 1793 in order to generate steady revenue per annum. This was called Permanent Zamindari System. Under this system, Zamindar became the land owner. The Zamindar was expected to pay the agreed land taxes to the company on a set date every year. He was free to collect any amount of land taxes from the farmers and could retain the excess money collected. This benefited the Zamindar more. If the Zamindar was unable to collect land taxes due to floods and famine and pay the Company, the ownership of the lands was taken away by the Company. Both the Zamindar and the Company were benefitted by this system, but the farmers were the grave sufferers. This system created a new social group that aided the British. The farmers, the farming laborers suffered due to irregular working opportunities in the farming lands. They were exploited and had to lead a life of insecurity. This system was extended to Bihar, Odissa, Andhra and Varanasi regions later. According to Charles Metcalf, “the Indian farmers were born in debt, lived in debt and died in debt due to the land tax policies of the British”.

Mahalwari System:

The Company government entered an agreement at the level of ‘Mahals’ with regard to payment of land tax in Uttar Pradesh, in many parts of Madhya Pradesh, Punjab and Delhi. ‘Mahal’ means taluk. R.M. Bird and James Thomson implemented this system. There were differences in the implementation of this system from region to region. The Big and small

Zamindars were part of this system. Since the company officials fixed more land tax than the expected production from the fields; many Zamindars had to lose their ownership of the lands. The marginal farmers and agricultural labourers who were dependent on these Zamindars also suffered due to this.

Ryotwari System:

The Ryotwari System was first implemented in Baramahal region by Alexander Reed in 1792. This system was later implemented in Madras and Mysore region by Thomas Monroe in 1801. Most of these regions had become part of British Empire by that time. Under this system, both the farmer and the company were directly linked. The tiller of the land was recognized as the owner of the land. The owner had to pay fifty percent of produce as land tax to the company government. The land tax had thirty years tenure. The tax could be reviewed after this tenure.

Though the small farmers were given land ownership, they were subjected to more suffering due to heavy land taxes. The officials took punitive actions to collect land taxes. The farmers had to borrow from the money lenders whenever the crops failed. They had to sell their lands whenever they failed to repay the loans. Though the company government claimed that the new system benefits the farmers, the irony was that more farmers had to lose their lands due to its implementation.

The Impact of British Land Tax system:

1. A new class of Zamindars who exploited the farmers was created.
2. The farmers who were subjected to the exploitation of the Zamindars, became landless slowly.
3. Land became a commodity. Loans could be raised by mortgaging the lands.
4. Many Zamindars also had to mortgage their lands in order to pay the land taxes.

5. The Agriculture sector became commercialized and had to grow raw materials needed by industries back in England.

6. The money lenders became strong.

The Modern Education System

The traditional education of Indians was in practice continuously. Certain changes occurred in the traditional education system during the rule of Muslim kings during the middle ages. Later, new changes occurred during the British rule during 18th century. New schools were started for the children of British and Europeans living in India. Since these facilities were never extended to the locals, it was of no use for them. Warren Hastings facilitated the expansion of the modern education in India. In 1781, he started 'Calcutta Madarasa'. Jonathan Duncan, a British individual started Sanskrit College in Banaras in 1792. But, it was Charles Grant who pressed for the universalization of British education in India.

The expansion of the British Education India received special support after the appointment of Lord William Bentinck in 1828 as the Governor General of India. Bentinck appointed Macaulay as the member of Governor General's Executive Committee. Macaulay was also appointed as the Chairperson of the Committee on Education. The report on Education submitted by him in 1835 became the base of the Modern Education in India. In his policy aimed at the "creation of a new class of Indians who are Indian by body but British in intelligence, opinion and taste". The use of English Medium in Indian learning system started after 1830s.

Another important development included the establishment of Universities in India. The Governor General Lord Dalhousie established Universities in Calcutta, Bombay and Madras as per the suggestions of Charles Wood's Commission (1854). After this, the Education started becoming universalized in India.

The Impact of British Education in India

1. Indians could develop modernity, secularism, democratic attitudes and rationality along with Nationalistic ideals.

2. Impetus was received for the local literature and languages. This facilitated unity in thinking process among the educated class.

3. Periodicals started emerging. These scrutinized the policies and working of the government which in turn enabled the Indians to have critical opinions on various issues.

4. New social and religious reformation movements emerged.

5. The thoughts of thinkers like J.S. Mill, Rousseau and Montesquieu brought fresh thinking in the mind of educated youth of India.

6. The freedom struggles that were taking place across the globe influenced the Indians also.

7. Indians could understand and appreciate their rich tradition.

Like this, the new thinking and cultural perception that emerged due to the British Education System created a new generation of Indians progressive attitudes.

Constitutional Development

Along with the British administration, problems also grew in India. In order to alleviate the problems, reformation in administration became important. And these reformations needed to address the demands of Indians. The British attempted to create different rules in the form of law and tried to implement them. These types of laws helped the evolution of Constitution in India. We shall study this attempt in brief.

Laws Implemented during the rule of East India Company

Regulating Act- 1773:

After the implementation of Dewani Rights in 1765, the greedy Company officials misused this provision and became rich in a corrupt way. Corruption spiraled out. Edmond Burk, a member of the British Parliament criticized the corruption in the East India Company. He termed the tax payment received by the British Government from the East India Company

as ‘Criminal Tax’. He was forced to criticize in this manner, as the government remained silent to the fact of corruption among the Company officials. Many Company officials had become Super Rich and the many in England feared that these people may upset the very political fabric of England. The Regulating Act was implemented in this background in 1773.

Major features of this Act:

1. Before the implementation of the act, there were three presidencies under British rule. They are: Bengal, Madras and Bombay. All these three were independent administrative units. Under Regulating Act, the Bengal Presidency gained control over the other two presidencies.

2. The Governor of Bengal became the Governor General of all the three presidencies.

3. The Governor General was authorized to direct, exercise control and to supervise over the other two presidencies.

4. The Bombay and Madras presidencies could not declare war on anyone or enter into peace agreements without prior approval of the Governor General of Bengal Presidency and the Board of Directors of the Company. Only du were entitled to act independently.

5. According to this Act, ‘Supreme established in Calcutta. In this central court, one Chief Justice and three ordinary judges were there.

Like this, as the name of the Regulating Act suggest, the Act was aimed at regulating the Company affairs and its administration in India.

Pitts India Act 1784:

There were many inconsistencies in the Regulating Act of 1773. In order to rectify them and also to clearly outline the powers of the East India Company and Lht British Government, Pitts India Act was implemented. The Government of England restricted the powers of the East India Company.

A new institution named ‘Board of Controllers’ consisting of six Commissioners was, started. The ‘Board of Controllers’ replaced the ‘Board of Directors’. This Board had powers to direct and control the issues related to Land taxes, Military and Civil areas. The Board of Control came into existence in the place of Board of Directors.

This act declared that “the Indians have attained their paramount power in the name of the British Empire only, but not on their own” and curtailed the Political Rights of Indians conclusively. It declared that the areas under the possession of the East India Company are the integral part of the British Empire. Hence, the Government of England is the ultimate ruler of India.

Charter Acts

The main aim of Charter Acts was to renew the license of the East India Company. The Charter Acts of 1793, 1813, 1833 and 1853 were implemented to achieve this aim. As and when the Charters were implemented once in 20 years, the new rules and regulations found fit by the British Government was included in these Acts. Among these, the Charter Acts of 1813 and 1833 are important for many reasons.

The Charter Act of 1813:

1. This act licensed the East company to stay for another twenty years in India. Before the implementation of this act, a demand to allow any interested person to carry out trade in India was there. This act allowed this demand and authorized all interested persons to carryout trade in India. With this act, the free trade era started in India.

2. A new era of License and Authorization started.

3. The Board of Directors was vested with the powers to appoint the Governor General and the Commander-in-Chief.

4. The Churches were allowed to enter India officially. The Christian Missionaries were directed to enrich the knowledge of Indians and also enhance the moral and spiritual life of Indians. Many Christian

Missionaries stared arriving in India after this act. The expansion of Christianity and English Education started taking place.

Because of these developments, the Charter of Act of 1813 is a historic act.

Charter Act 1833

This act aimed at improving the Indian situation. It also licensed East India Company to remain in India for another 20 years. The main aspects of this act are:

1. The Governor General of Bengal was named as the Governor General of India.
2. The Governor General was vested with powers to direct, control and supervising all trades in India.
3. The Central Government of Bengal had the final right to decide on issues like war, peace and diplomatic relationship with the princely states of India.
4. The Governor General was mandated to put his difference of opinion with Executive Committee members in writing whenever he differed with the majority opinion.
5. The Act barred any discrimination based on religion, birth and skin colour.
6. The Governor General was mandated to appoint a law professional as member to his executive committee.
7. All British Companies were allowed to have trade relationship in

The Charter Act of 1833 throws more light on the internal situation of India and also the various political developments present in England during 1830s.

British Government Acts (1858- 1947)

‘The Sepoy Mutiny’ took place due to misadministration of the East India Company and anti-Indian acts in 1857. As a result, the administration of India was handed over to the British Queen from the East India Company. During this period India Government Acts of 1858, 1861, 1892, 1909, 1919 and 1935 were implemented. Due to various political developments during different periods makes these acts historically very important.

Indian Government Act 1858:

This act need; to be understood in the backdrop of civil and military unrest that took place in 1857. The administration of India came under the direct rule of British government. The Queen of England, Victoria, announced that all round development of India would be ensured by the British government on November 01, 1858. The following are the important features of this act:

1. The license of East India Company was canceled and India was brought under the direct administration of the Queen.

2. The post of Governor General was changed into ‘Viceroy’. Lord Canning became the first Viceroy of India.

3. A new post called ‘Secretary Of State for India’ was created in the British government. The secretary was part of British cabinet and was responsible for the administration of India.

4. A Council of India was created in order to assist the secretary in the administration. The council had fifteen members.

Indian Councils Act of 1861:

This is an important act that came into effect after the 1857. With this act, Indians were allowed to participate in the process of creating laws. In order to understand the aspirations of Indians, representation was given to Indians. This is called as ‘Policy of Assertion’. The following are the important features of this act:

1. Indians were nominated d the Council of Viceroy as non-official members.

2. Viceroy was authorized to proclaim ‘Ordinances’ in case of emergency.

Indian Councils Act of 1892:

This act is the continuation of Indian Council Act of 1861. This act of 1892 further extended the participation of Indians in the legislative bodies. The critical view expressed LV the Congress Organization towards the British administration led to this expansion of Indian representation in the governance. The following are the important features of this act:

1. The number of additional members in the regional and central legislative bodies was increased.

2. The legislative councils’ authority was increased further by allowing discussion on budget related issues.

3. Provision was made to question the government on public issues by serving six days’ notice in advance.

Indian Councils Act of 1909:

This act is also called as ‘Minto-Marley Reformation Act’. During the formulation and implementation of this act, Lord Minto was the viceroy of India and Lord Marley was the Secretary of State for India. This act was used to Divide and Rule India. The following are the important features of this act:

1. The total number of central legislative council members was increased to 60 from 16.

2. The number of regional council members was also increased.

3. Representation of the regional council was allowed through election for the first time.

4. In order to provide separate representation for Muslims, ‘Separate Electorate College’ was created.

Indian Councils Act of 1919:

Since Indians took active part in the First World War, Lord Montague who was the Secretary of state for India argued in favor of providing more representations to Indians the matter of administration. He was in favor of allowing people’s participation in the formation of government gradually. Lord Chelmsford, who the Viceroy then declared various reformative measures to the British Parliament on 20.08.1917. The Indian Councils Act of 1919 was formulated by accepting this report. This act is also called as ‘Montague-Chelmsford Reformative Act’. The following are the important features of this act:

1. Act formulated Bi-Cameral legislative body. Lower House and Upper House were formed.
2. Diarchy was allowed at regional governments.
3. A high commissioner was appointed for India.
4. Promised to improve local self-government.
5. Provincial budget was separated from central budget.
6. ‘Separate Electoral College’ was extended for Muslims, Sikhs, Anglo-Indians and Europeans.

Indian Government Act of 1935

This act acted as the base for the formation of Indian Constitution. The report submitted in 1928 under the leadership of Motilal Nehru was instrumental in the formation of the act. Most the provisions in the Indian Constitution are based on this act. This act allowed the formation of fully responsible government by Indians. This act was applicable both to the

Indian principalities and also to the British India regions. The following are the important features of this act:

1. A federal system of Indian Principalities, British governed regions and dominion states was formed.
2. Reserve Bank of India was established.
3. Diarchy was established at the center.
4. Diarchy was canceled at the regional level and autonomy was granted.
5. The Federal Court was established.

One should understand the various political developments that resulted in the formation of various acts that aided the formation of Indian Constitution. Though these acts serve the purpose of British interest, they also include the aspirations of Indians for self-governance. These acts should be understood as the result of struggle led by Indians for self-rule.

EXERCISES

1. **Fill in the following blanks with suitable answers:**

1. Diwani Aadalat in civil court was introduced by _____
2. The post of Superintendent of Police was created by _____
3. The Permanent Zamindari system was implemented in Bengal and Bihar provinces in _____
4. The Land tax system was implemented by Alexander Reed is _____
5. The British Officer who supported the Modern Education in India is _____
6. The Regulating Act was implemented in the year _____

2. **Discuss and answer the following questions:**

1. Illustrate the judicial system formulated through East India Company.
2. What are the measures under taken at the time of British in Police system?
3. In permanent Zamindari system the Indian farmers “were born in debt, lived in debt and died in debt”. How? Prove.
4. What were the main aspects of Ryotwari system?
5. What were the effects of British Land taxes?
6. Make a list of the effects of British Education in India.
7. What were the restrictions imposed in Regulating Act?
8. What are the important features of the Indian government act of 1858?
9. How does the India Government Act of 1935 Indian Constitution?
10. What are the important features of 1919 act?

3. **Activities:**

1. The British created a friendly environment for themselves by implementing administrative reforms in India. Organize a debate competition on this topic.
2. Collect information on various other laws implemented by the British apart from those discussed in lesson with the help of your teacher.

UNIT-4: OPPOSITION TO BRITISH RULE IN KARNATAKA

In this unit you learn

1. Hyder Ali and Tippu Sultan
2. Dondiya wagh
3. Rebellion of Amara Sulya
4. Rebellion of Halagali Bedas
5. Anglo-Indian wars
6. Rebellion of Kittur- Rani Chenamma and Sangoli Rayanna
7. Rebellion of Surapura

The present Karnataka was scattered among various principalities before integration. Apart from establishing political supremacy during the latter part of 18th century, the British exploited the people in agriculture and trade in order to protect their own interests. These exploitations created insecurities across Karnataka. The local kings suffered insecurities. As a result, rebellions against the British happened in most of the Karnataka. In the beginning, the Zamindars and Kings battled against the British individually without attaining unity among them. Hyder Ali and his son Tippu Sultan put forth a strong opposition to the British by utilizing the strengths of their Mysore Kingdom. The political developments that emerged during 1761-1799 are very important. Theirs was an important opposition mounted against the British rule in India.

Hyder Ali and Tippu Sultan

In the 18th century in Indian History is considered as “The century of political problems” There are many reasons for this. The death of Aurangzeb the Moghul emperor in 1707 was the main reason. His death weakened the Moghul Empire. As a result, the Moghul lost political control over South India. A lot of political struggles took place in Carnatic region. Before this, the death of Chikkadevaraj wodeyar in 1704 created the various political challenges in Mysuru state. His death created the problems of succession and administration. All these developments clouded the politics

of Mysuru. Hyder Ali gained prominence in this scenario of uncertainty that clouded over the Mysuru and Carnatic region. He joined Mysore Army as an ordinary soldier, but was known for his shrewd political moves. He was closely observing the political developments of Mysore. He came into prominence during the siege of Devanahalli and military action against Nizam of Arcot. He won the hearts of soldiers. He became famous as Nawab Hyder Ali in a short time.



Hyder Ali

He was known for his innovations in arms' usage. With his swift actions, he weakened the power of Dalawayee and sidelined the Kind Krishna raja Wodeyar and established control over Arcot, Marathas and Nizam of Hyderabad were fighting to establish their supremacy over each other and also to preserve their political existence. The British and French were attempting to exploit these divisions for their own benefit. Let know more about the Anglo-Mysore Wars that took place during the reign of Hyder Ali and Tippu Sultan in this backdrop.

First Anglo-Mysore War:

This was started in 1767 and ended in 1769. The prominence gained by Hyder Ali in the South was not tolerated by the British, Marathas and the Nizam of Hyderabad. Hence, the British started devising cunning plans to defeat Hyder Ali whom they saw as impedance for the expansionist ideas. Though, Hyder Ali suffered a lot due to the Maratha aggression, he made attempts to have Marathas and Nizam of Hyderabad on his sides with little success.

The British entered into an agreement with Maratha and the Nizam of Hyderabad against Hyder Ali; a tri party alliance emerged. But, Hyder Ali

with manipulative ideas was successful in breaking the alliance. He also created enmity and distrust among Marathas, Nizam of Hyderabad and the British.

Meanwhile, political disturbances emerged in Arcot. In 1767, Hyder Ali and Nizam of Hyderabad attacked Arcot. But the King of Arcot had an alliance with the British. The war started with this incident. The battles took place in Thiruchirapalli, Thiruvannamalai, Ambur and other places. Hyder Ali organized lightening attacks in these battles. The British military captured a few places. Hyder Ali suffered few setbacks. The British Military from Bombay joined the war. Hyder Ali considered the war as a challenge to his personal power, and continued with the war. His army reached Madras by 1769 and created panic among the British. Inevitable, the British entered an agreement with Hyder Ali through 'Madras Treaty'. The first Anglo-Mysore War ended by signing the 'Madras'.

Second Anglo-Mysore War (1780-1784)

The political situation in Travancore and Thanjavore was the reason behind this war. The Madras Treaty had put the political developments in South India on a temporary hold. The British attempted to break the 'Madras Treaty'. When Madhava Rao attacked Srirangapatana with Maratha army, Hyder Ali expected the British support him as per the Madras Treaty. But, the British rejected the request of Hyder Ali and went against the Madras Treaty. Mane, the French colony was under the hold of Hyder Ali. The British attacked Mahe and captured it. This became the reason for Second Anglo-Mysore War.

The Second Anglo-Mysore was started in 1780. In the beginning, Hyder Ali gained upper hand. He captured many forts of Karnataka region. Kanchipuram was captured by Hyder Ali. The Mysore army reached till Coramandal beach. The British officers became worried. Hyder Ali attacked Arcot and captured it. He also threatened to attack Wanidwash and Vellore. An army was kept in standby by the British and it was led by Sir Eyre coot. He followed Hyder Ali's army till Pondicherry. The French refused to support Hyder Ali against the British. Hyder Ali changed his war

strategy with this development. He attacked regions under British control and captured a large booty of arms and wealth.

Hyder Ali was defeated in a battle held in Port Novae by the British. This increased the confidence of the British and also changed the direction of the battle. But they suffered financial setbacks in Pulicat and Soliungur. Meanwhile, by entering ‘Salbai Agreement’, the British were successful in winning over the Marathas and Nizam of Hyderabad to their side. Hyder Ali died due to illness during the war. The war was led by his son Tippu Sultan.

Tippu Sultan was waging war in Malabar region when Hyder Ali died. The British tried to take advantage of Hyder Ali’s death by invading Mangalore and Bidanoor. They also tried to instigate the rulers of Calicut and Malabar regions against Tippu Sultan. Tippu Sultan thought of all these developments and decided to protect Mangalore and the coastal regions. He defeated the British. The ‘Treaty of Mangalore’ ended the Second Anglo-Mysore War in 1784.

Tippu Sultan

Tippu Sultan felt that the British are the major obstacle for his policy of expansion so he tried to drive them out seriously. He became the ruler of Mysore after Hyder Ali’s death. He understood the cunning policies of the British. He considered it as his duty to drive the British out of India. He waged war against the British throughout his seventeen years of rule. He had clearly understood the cunningness, strategies, clever manipulations of the British. He knew that hurting the business interest of the British would weaken the political strength of the Brush. He tried to organize the enemies of the British into one group. He tried to break the monopoly of the British over trade with India. These attempts further angered the British and their enmity with Tippu Sultan grew up.



You know this:

Among all the attempts done during 18th century to stop the British, the efforts of Hyder Ali and Tippu Sultan stand out due to many aspects. They knew that they cannot defeat the British with their traditional arms. Hence, they modernized their army. The soldiers of Mysore Army were capable of using modern weapons and do drills like the European armies. Hyder Ali and Tippu Sultan used rockets during the war for the first time in India. Apart from modern weapons, both of them knew that they needed funds in their treasury for the battles. Hyder Ali had witnessed many Nawabs going bankrupt while waging war against the British. So, both of them took measures to strengthen +heir economic system by entering into various agreements and trade pacts. They nationalized the Tobacco and Sandalwood. They invited French experts to improve the quality of traditional artifacts of Mysore in order to gain better market share at international markets.

Third Anglo-Mysore War

The politics of Travancore was the main reason for this war. The king of Travancore built a fort in Kochi with the help of the British and captured Aayakota and Kanganoor forts from the Dutch. All these were the clear breach of Mangalore Treaty.

The British captured Karwar, Coimbatore, Dindigul and other regions under the leadership of Meadows. Tippu Sultan entered the region of Baramahal and captured Sathyamangalam. He later attempted to capture Thiruchirapalli but failed in his attempt. Meanwhile, Lord Cornwallis took over the leadership of the British Army and this changed the course of war.

The British Army captured Kolar and Hosakote and rushed towards Bangalore under the leadership of Lord Cornwallis. The army captured Bangalore and destroyed the fort. After capturing Bangalore, Lord Cornwallis sought the help of Marathas and Nizam of Hyderabad to defeat Tippu Sultan. The war took another conclusive turn with the joining of Maratha and Hyderabad forces with the British. Marathas captured Savanoor, Gajendra Ghad, Lakshmeshwara, Huballi and other places.

The combined army marched towards Srirangapatanam by capturing fort after fort in 1792. The fort was destroyed during night. Disturbed by these developments, Tippu Sultan tried to enter an agreement with the British. It was inevitable for him. He signed the ‘Treaty of Srirangapatana’ in 1792 which had unfavorable conditions. With this Third Anglo-Mysore War came to an end.

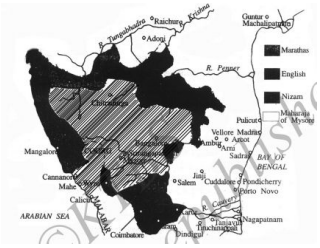
The British were successful in inserting unfavorable conditions in order to weaken Tippu Sultan. Tippu was forced to part with half of his kingdom, was forced pay three crore rupees as war damage fee and had to pledge two of his children as a guarantee against the payment. He was also forced to release the Prisoners of War. The British withdrew the combined army from Srirangapatanam.

Fourth Anglo-Mysore War

Tippu Sultan took the defeat the Third Anglo-Mysore war personally. He paid all the dues and got released his children. He also gave away the territory to the British and its allies as agreed. He claimed his right over the Malabar regions under the British occupation. But, the British refused this argument.

Lord Wellesley became the Governor General of India in 1798. The political activities against Tippu Sultan became intensified during this period. Tippu’s attempt to form an alliance of local rulers and his closeness with the French angered Lord Wellesley further. Tippu sent an ambassador to France to seek the alliance of French. This enraged the British. They thought that an alliance between France and Tippu Sultan would threaten the existence of British in India.

Another treaty containing inhuman and impractical conditions was forced upon Tippu Sultan. Tippu rejected this. His refusal started the Fourth Anglo Mysore War.



The war started in 1799. The British were able to destroy the strong fort. Tippu died while fighting the British in 1799. With the death of Tippu Sultan, the British were happy as if the whole India came under their rule. Most of the territories under Tippu's rule was shared among the British, Marathas and Hyderabad Nizam. A small territory was handed over to the royal representative of Mysore Wadeyars. This region came to be known as Mysore Princely State.

Dondiya Wagh (1800)

Many rebellions and protests against the British took place in Karnataka after the death of Tippu Sultan. These were armed rebellions and took place during the first part of 19th century. Among them, the rebellion led by Dondiya Wagh is an important rebellion.

Dondiya was born in a Maratha family of Chennagiri. He was called as the Wagh, the tiger, due to his bravery. He started his career as a cavalry soldier in Hyder Ali's army and grew to the position of military general. He built his own private army and fought along with Tippu Sultan. Due to differences with Tippu, he was imprisoned. The British released him from the prison after the Fourth Anglo-Mysore War. He built a small army and started his operations. He organized the army with the unhappy soldiers of Tippu's army and the feudatory rulers who had lost power. He captured Bidanoor and Shivamogga forts and made unsuccessful attempt to capture Chitradurga fort. Lord Wellesley tried check this rebellion.

An attack was organized on Shivamogga, Honalli, Harihara and other places under the control of Dondiya. Dondiya lost his base. After the capture of Shikaripura, Dondiya ran away towards Gutti, which was under the control of Nizam of Hyderabad. When Nizam's army attacked Gutti, Dondiya had to run towards the regions of Maratha. The Maratha army attacked him and captured most of his, camels and arms. In spite of these, he continued his war fare.

Many unhappy palyegaras encouraged Dondiya Wagh. The French at the Mahe of Malabar also extended their support to him the British army followed him the vast area that included Harihara, Chitradurga, Shikaripura, Savanuru, Ranibenur, Kittur and Londa. The British who took over the Shirhatti killed many followers of Dondiya Wagh.

End of Dondiya Wagh:

Lord Wellesley decided to end the adventures of Dondiya Wagh. The British requested the help of local rulers. Dondiya had recaptured Shikaripura fort and he was scattered by the British army again. The British tried to defeat the army of Dondiya which used to move in the area between Tungabhadra and Malaprabha. They attacked him from all the directions. He was followed by them when he left Raichur. When he was caught in between Maratha Army and Nizam's army, the British attacked him near Yelaparavi and killed him at Konagal. With the death of their leader, the followers of Dondiya scattered. The British captured a large cache of arms and ammunitions.

Rebellion of Kittur-Brave Queen Chenamma (1824)

The British brought in many changes in the administration after defeating the Marathas, Tippu and Hyder Ali. Denying the right of adopted children over the throne was one of such rules. The rebellion led by Chenamma, the queen of Kittur opposing this law is a prominent one.

Kittur lies between the Dharwad and Belgaum. After the death of her Mallasarja, Chenamma, the queen of Mallasarja took active interest in the administrative matters. After the death of Mallasarja, his elder son ShivalingarudraSarja took over reign of the Kittur. Due to his failing health,

Chenamma had to take care of cay to day administration. Shivalingasarja supported the British during Maratha war. As a result, the British entered an agreement with Kittur and collected payment from him. This agreement was entered during the time of Thomas Munroe.

After the death of ShivalingarudraSarja, Chenamma adopted a boy named Shivalingappa and started ruling Kittur as a queen regent. Then, Thackeray was the Collector and political agent of the British in Dharwad. He sent a report to the Governor of Bombay and attempted to take over Kittur Kingdom under the Doctrine of Lapse policy. He attempted to take over the treasury and fort under his control. Chenamma considered war as inevitable. She prepared for the war. Meanwhile the British also prepared themselves, for the war. In the battle, Thackeray was shot dead. Many British were taken as the prisoners of war.

The British attacked Kittur again under the leadership of Colonel Deak. The army fought the battle bravely. Chenamma attempted to flee from the battle field. But she was captured by the British army. Chenamma and others were imprisoned at Bylahongala fort. Queen Chenamma passed away in the prison. She has remained an ideal person till today.



Sangoli Rayanna (1829-30)

The name of Sangoli Rayanna has remained famous along with the name of Rani Chenamma. Rayanna was a brave soldier. He fought for the independence of Kittur and felt it was his duty to liberate his motherland. He fought with Rani Chenamma and was imprisoned along with her. He was later released by the British.

There are many oral histories about Rayanna. He developed a sense of nationalism and went on organizing an army. He went on organizing secret meetings at sensitive geographical locations. He aimed at looting the Treasury and taluk offices of the British. He had an army of five hundred men. He became furious with the villagers who were assisting the British army. The British thought that Rayanna was being instigated by Rani Chenamma. Hence, they shifted Chenamma to Kusugal prison from Bylahongala.

The British devised a cunning strategy to capture Rayanna. They encouraged Desais who were opposing Rani Chenamma. An Amldhar named Krishnaraya joined hand with them. Thus Rayanna was cunningly captured and brought down to Dharwad. Many of his soldiers surrendered after his arrest. He was declared as an offender and was hanged till death. Many ballads have kept the life and bravery of Rayanna alive till today.



Rebellion of Amara Sullya

This rebellion was basically a farmers' rebellion. This rebellion needs to be understood in the backdrop of political situations prevalent in coastal Karnataka and Kodagu regions during 1835-37. The British dethroned the rulers of Kodagu, Chikkaveerarajendra of Haleri dynasty in 1834. He was later transferred to Vellore through Bangalore and later to Kashi. This incident created political insatiability in Kodagu. Swami Aparampura, Kalyana Swami and Puttabasappa organized a rebellion against this. All the three declared that they are part of the Haleri dynasty that ruled Kodagu. Swami Aparampura assumed the leadership of the rebellion. He was captured in 1834 and shifted to Bangalore. Similarly Kalyana Swami was captured in 1837 and placed in Mysore prison.

Puttabasappa:

The people of lower Kodagu continued the rebellion after the capture of Kalayanaswami. Sulya, Bellare and Puttur, the major places of Canara region, were part of AmaraSulya. It is interesting to note that a. farmer named Puttabasappa, as Kalayanaswami. This Puttabasappa later presented himself as Swami Aparampura. This also notes the fluid nature of the rebellion. Puttabasappa took over the leadership of the rebellion.

The rebellion started in the hilly region. Puttabasappa organized the rebels and calmed down the people. He declared that tax on tobacco and salt will be withdrawn, if the rebel government, assumes power. The rich farmers, land owners and local chieftains were assured of this move. The capture of the government office in Bellare was the first move in this rebellion. Puttabasappa killed an Amaldhar who was known for his brutality further increased the popularity of Puttabasappa. This incident gained more support for the rebellion and the rebellion became more famous.

The rebels marched towards Mangalore to capture it. The British were engaged in fortifying their fort in Mangalore. The rebels marched towards Mangalore through Panimangalore and Bantwal. They looted the treasury and prison of Bantwal.

The British sought the army of Thalacheri, Kannur and Bombay to quell this uprising. On hearing this development, Puttabasappa and his associated fled towards Sulya. The British captured them with the help of people in Kodagu. Puttabasappa, Lakshmappa, Bangarasa, Kedambadi Ramayiah Gowda and Guddemane Appaih were hanged till death. Though the rebellion failed, it has an important place in the history of rebellions against the British.

Rebellion of Surapura and Koppal:

Surapura

Surapura is at fifty kilometers from the present day Yadgir. This was an important place since the rule of Moghuls. During the reign of Nizam of Hyderabad and Marathas it became a vassal state. Later, most of the

territory was lost and Surapura remained restricted to a smaller territory. During the reign of Venkatappa, it raised a rebellion against the British.

Venkatappa Nayaka:

Venkatappa came to throne after the death of his father Krishna Nayaka. He was born in 1834 and came to throne in an early age. His ascendance to throne was opposed by Krishna Nayaka's brother Peddanayaka. This resulted in internal struggles. The British interfered in the affairs of Surapura. In 1842, they appointed Medes Taylor as their political agent and gained proxy power over Surapura.

Taylor was a reformist. He developed Surapura princely state. Peddanayaka was appointed as the Dewan of the state. Taylor conducted the land survey of the kingdom. The revenue of the state increased due to the measures implemented by Taylor. He took measures to educate Venkatappa Nayaka properly. He came to power in 1853.

Rebellion of Surapura

The British government was observing the various developments of Surapura. In 1857, it came to the notice of government that the representatives of Nana Saheba were present in Surapura. This made the British suspicious of King's intentions. The British appointed an officer named Campbe1l to report on the various activities of the King. The officer submitted a report to the resident of Hyderabad that the King is involved in misadministration.

Venkatappa Nayaka is usually presented as the leader of 1857 revolution in Karnataka by the historians. The British army captured Surapura in 1858. The war continued, there are confusions regarding Venkatappa Nayaka's end.

Veerappa of Koppal

Koppal rebellion is an important rebellion in the various armed rebellions against the British. The Koppal and the surrounding regions were under the rule of Nizam of Hyderabad. There were exploitations. This

enraged a few Zamindars who rebelled against the Nizam. Veerappa is an important person among the rebels.

Veerappa who was a Zamindar, rebelled against the British and occupied the fort of Koppal and other forts in the vicinity. Many farmers and Zamindars supported after realizing his motives. The British contacted the Nizam and employed their army to defeat Veerappa. Veerappa who had lesser soldiers died fighting the army of the British. The British captured back the fort of Koppal. Though, this rebellion was short lived one, Veerappa proved himself to be a good war

Rebellion of Bedas of Hulagali

Hulagali is a small village of Mudhol taluk of Belgaum district. This was part of the Mudhol principality. In 1857, the British banned the usage of weapons. The Bedas who always kept guns as part of customs and they were good hunters. They rebelled against the British when they were asked to surrender their firearms. The Bedas of Manturu, Bodani, Aalagundi and others joined Hulagali Bedas. The British army entered Hulagali village to suppress the rebellion. They suppressed the Bedas in an inhuman way. All the rebels were hanged till death.

EXERCISES

1. **Fill in the blanks with suitable answers**

1. The First Anglo- Mysore war took place between _____ and _____
2. The Second Anglo-Mysore war ended with _____ treaty.
3. Kittur Chenamma adopted a boy named _____
4. Rayanna of Kittur state belonged to _____ village.
5. Surapura is in the present district of _____
6. The Bedas of _____ village of Belgaum district rebelled against the British.

7. The Amara Sulya rebellion was basically a _____ rebellion.

2. **Discuss in groups and answer later**

1. How did Hyder Ali come to power?
2. What are the effects of Second Anglo-Mysore war?
3. What were the conditions of Srirangapatanam treat”?
4. The Fourth Anglo Mysore strengthened the position, of British in Mysore. Discuss.
5. Explain the method of resisting the British power by Dondiya Wagh.
6. Explain the method adopted by Rayanna to fight the British.
7. Explain the contribution of Puttabasappa of Kodagu in freedom struggle.
8. Discuss the Surapura rebellion in brief.

3. **Activities**

1. Read books on Sangoli Rayanna.
2. Collect more information on life history of Rani Chenamma.

4. **Project:**

1. Organize a study tour to Surapura. You visit the fort and observe the specialty of the guest house built during British period.

UNIT-5: SOCIAL AND RELIGIOUS REFORMATION MOVEMENTS

In this unit you learn

1. Establishment of Bramho Samaj and reformations
2. Young Bengal Movement
3. Establishment of Arya Samaj and reformations
4. Reformations led by Prathana Samaj
5. Ideas of Sathyashodak Samaj
6. Aligarh Movement
7. Ramakrishna Movement s ideologies
8. Theosophical Society
9. Narayana Gun Dharazapa.ripa.la Yogam
10. Periyar

Social Reformation is an attempt to reform a society that practices discrimination among its members. Reformation strives to bring back such a society into the fold humane values. The basic aim of reformation movement is to declare the value of individual's self-respect.

The nineteenth century is considered as the reformation and new awakening time in the history of India. With the implementation of English education, a new class of educated Indians was created. Many European concepts like democracy, nationalism, equality started finding roots in India. Many Indians who received English education started analyzing their own society. The British too expressed their interest in reforming the society. They put forth the theory of "White Man's burden'. They believed that it is their duty to civilize Indian as a civilized class of people. The British made an attempt to protect their political and economic interests under the guise of this theory. Many Indians started understanding the

Indian tradition in new perceptions. A new identity called ‘Indian’ was born.

Many communities like Shudras and other neglected communities and women lacked many rights. Many movements opposed these at different timelines in the history. Unlike movements in the middle ages and ancient times, the movements during the British period were different. Issues like caste system, gender discrimination, Sati system, widow remarriage restriction system, denial of education to Shudras and other lower communities were addressed by these movements. Many prominent people like Raja Ram Mohan Roy, Dyananda Saraswathi, Ranade, Jyothiba Phule, Swami Vivekananda, Annie Besant, Sir Syed Ahamed Khan, Periyar, and Narayanaguru became part of these movements. One of the main features of this period is the attempt made to stop social evils by prohibiting them through law.

Brahmo Samaj

Raja Ram Mohan Roy (1772- 1833) is the chief initiator of social reformation in India during modern times. He had deep knowledge in Sanskrit, Persian and Arabic literature. He was well versed in Hindu Philosophical critique and Quran. Apart from this, he had also studied other religions found in India critically. He had even learned Hebrew and Greek to read Bible in its original form! Such was his craving for knowledge.

He started ‘Athmiya Sabha’ in Calcutta along with some friends. The Sabha aimed at eradicating socio-religious maladies from the society of Bengal. He started ‘Brahmo Samaj’ in 1828. He wanted to purge Hinduism by removing Caste System and Superstitions. Raj Ram. Mohan Roy and other Brahmo Samaj followers wanted to rebuild a new Hindu Society based on the philosophical foundations of Upanishads. Due to his efforts, then Governor General William Bentinck brought in law prohibiting Sati System in 1829. Raja Ram Mohan Roy tried to develop rationality among the common people through Journalism. He published a journal named ‘Samvada Komudhi’ in Bengali language.



The important aspects of Brahmo Samaj were:

1. Advocated Monotheism.
2. Opposed meaningless rituals.
3. Every person should live with dignity and no law or ritual should violate this provision.
4. Brahmo Samaj intended to assure equality to woman by opposing Polygamy. It advocated for a share in property to honor dignity of life to widow. It also opposed Child Marriage.
5. Bramho Samaj declared that, one can take good things from anywhere. It also declared that Upanishads and Vedas also advocated this principle. He was open to receive good thoughts even from the West. He gave importance to English Education.

Apart from these, Raj Rama Mohan Roy wanted the Indians to welcome the thinking process of the Europeans. In this background, he supported the establishment of many schools and Vedanta College in Calcutta. Rabindranath Tagore has called “Raj Ram Mohan Roy as the harbinger of modern India, progenitor of Indian Social Reformation movement, and ‘the prophet of Indian Nationalism”. By saying these words, Tagore has summarized the contribution of Raja Ram Mohan Roy and Bramho Samaj to Indian Social Reformation.

Young Bengal Movement

The wave of modernization started moving across the North India during nineteenth century. Calcutta was the Centre of this new thinking. New movements started arising during 1820s and 1830s. We have already

learnt the contribution of Bramho Samaj. During this period, another movement called Young Bengal Movement' took birth. This movement was started by Henry Louis Vivian Derision (1809-1831). His father was a Portuguese and his mother was an Indian. Hence, Derozio is called as Anglo-Indian.

Derozio served as a professor at Hindu College of Calcutta from 1826to 1831. Many of his students who were attracted to his teaching became his committed followers. Derozio was influenced by the various movements of Europe and tried to instil the same spirit of free enquiry in the minds of his students and colleagues. He also worked towards creating text books to inculcate new education system. This angered many traditionalists. But still he went ahead and started 'Academic Association (1828), a free thinking debate association which created new thinking across Bengal.

The young Bengal movement held discussions and debates on issues like nature, humanism, God and other various topics. Derozio worked towards spreading the message that only rational thinking would liberate people from the clutches of superstitions and social discrimination. He was an advocate of Women Rights and opposed caste based discrimination. Many of his students who had come from traditional families were deeply influenced by Derozio's thoughts and joined their hands in spreading the movement across Bengal. The influence of this Movement was limited to Calcutta and a few areas of Bengal. Derozio had to resign from his teaching post due to the pressure from his colleagues and his opponents. These people feared that the youth are getting morally corrupted by the work of Derozio. Derozio died at the young age of 22 years due to cholera.

Arya Samaja:

The Arya Samaj was started in the year 1875 by Dayananada Saraswathi. This started in Kathewad. It was more powerful during the last two decades of the nineteenth century.

Dayananada Saraswathi was born in 1824 in Kathewad of Gujarat. His name was 'Moolashankar'. His father was 'Amba Shankar Tiwari' and

mother ‘Amruthabai’. Since he not interested in English education, he received Sanskrit education. He left his house by the age of 21 years, and roamed across the country for about fifteen years. He outlined his ideas in a book titled ‘Sathyaratha Prakasha’. He realized that the remedies to the various maladies of India are present in Vedas. Hence, he declared ‘Back to Vedas’. He was more of a renaissance person than a reformation person. He opened the head office of Arya Samaj in Lahore in 1877. He declared that only Vedas are authentic.



Arya Samaj had the following aims

1. All Hindus should believe in one formless God
2. No one is a Shudra or Brahmin by birth and caste based system was rejected.
3. Encouragement to inter caste marriages.
4. Rejection of polygamy and child marriage.
5. Men and women are equal.
6. One should study Vedas and other ancient sacred texts and preach them.

‘Shuddi Movement’ was one of the important programs of Arya Samaj. It aimed at reconversion of people who had converted to Islam and Christianity from Hinduism back to Hinduism. ‘Cow Protection Associations’ were started to protect cows.

Arya Samaj had around five lakh members by 1921. After the death of Dayananada Saraswathi, ‘Dayananada Anglo-Vedic College’ was started

in 1886. Similarly, ‘Gurukula Vidyalaya’ was started in Haridwara. Lala Lajapat Rai, a radical leader of Indian Freedom Movement was influenced by the principles of Arya Samaj.

Shuddi Movement:

The existence of caste and towards other religions. In this critical juncture, Dayananda Saraswathi reinterpreted Vedas and advocated in order to integrate Hindu society. There were opportunities to exit from Hinduism but no opportunity to enter it. In order to bring back people from other religions, Dayananda Saraswathi started Shuddi Movement.

Prathana Samaj

The influence of Bramho Samaj reached regions beyond Bengal. This Samaj took up various reformation movements influenced by Brahmo Samaj. This movement became influential in the western India, particularly in the areas of Bombay Presidency.

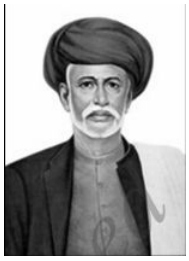
Prathana Samaj was founded by Dr. Athma Ram Panduranga in 1867 at Bombay with the aim of finding solutions to various problems faced by women and 1ower caste groups. This association argued that the reinterpretation of Hinduism is needed in the light of modern western thinking. It advocated that reformation should not be a wish, but should be implemented in reality. Many programmes like education for women, rehabilitation of poor people were undertaken by the Prathana Samaj.

Justice Mahadeva Govinda Ranade, R.G. Bhandarkar and N.G. Chandravarkar were the other prominent leaders. The scope of Prathana Samaj got extended into various areas under the leadership of Justice Ranade. Ranade attempted to reject child marriages and discriminations of widows. He believed that legal intervention is needed to stop child marriages and encourage widow remarriages. Hence, he advocated taking the help of the British Government.

Sathya Shodhak Samaj

There were wide spread discriminations based on Caste and Gender in Maharashtra just like in other parts of India. During the colonial rule of the British, many movements were started to address these social problems. Sathya Shodhak Samaj was established in 1873 to provide equal rights to non- Brahmin class and women.

This Samaj was founded by Mahatma Jyothibha Phule. In order to build a philosophical base for the movement, he wrote books like ‘Gulamagiri’ and ‘Shetkarayacha Aasud’ (Cultivator’s Whip cord). He opened schools for Shudras and girls. Phule who belonged to Mai caste allowed people from all castes including untouchables to draw water from his well. Savithribai Phule joined hands with him in his endeavor. They established hostel for girls. The work of Phules is important in the direction of establishing society based on equality. Ambedkar is one of the important people who were inspired by the work of this couple.



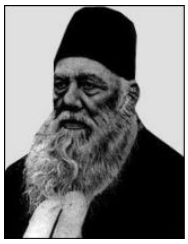
Aligarh Reformation Movement

By the end of nineteenth century, a new wave of social and religious reformation was set in Muslim society. Anti-British sentiment became strong in Muslim community after the incident of 1857. As a. result, they stayed away from the English education and as result missed many opportunities that were based on English education. During this period, Sir Syed Ahmad Khan attempted to start a new movement. The Mohammad and Liberty Society established in 1863, started debates and discussions on the issues related to religion, social and political issues. The upper and middle class youth participated in these discussions and started realizing the value of English education.

Sir Syed Ahmad Khan lived from 1817 to 1898. He declared that Quran is the authoritative book and others works on Islam are derived ones.

He said one has to interpret one's religion according to the changing times. Otherwise, religion becomes sluggish. Sir Ahmad Khan fought against traditions, superstitions, ignorance and irrationalities throughout his life. He said without an open mind, any social and intellectual development is impossible. He did not support the Purdah system for Muslim women. He called for educating Muslim girls. He did not accept Polygamy. All these aspects were part of his struggles. In order to implement his ideals into practice, he founded Mohammad an Anglo-Oriental College in Aligarh in 1875. He utilized this institution to spread the western scientific and cultural ideas. This institution later became Aligarh Muslim University.

Syed Ahmad Khan preached religious tolerance. H' thrived for unity among Hindus and Muslims. Hindus, Parsers, Christians donated liberally for the establishment of Aligarh college. Admissions were open for students from all religions. The movement created by Syed Ahmad Khan keeping Aligarh as the center, is called as Aligarh Movement.



Ramakrishna Mission (Ramakrishna Mutt)

Ramakrishna Mission has provided a unique contribution to India's spiritual growth, nationalistic awareness and cultural development. Swami Vivekananda founded Ramakrishna Mission at Belur, near Calcutta in 1897. Ramakrishna Mutt was established at Mayawati near Almora of Uttaranchal.

Ramakrishna Mission was founded to carry the message and thoughts of Sri Ramakrishna, the spiritual guru of Swami Vivekananda. Sri Ramakrishna Paramahamsa (1834-1886) was a worshipper of Kali and also a priest at Calcutta Kali mandir. One has to attain Moksha through Dyana and Bhakti said Ramakrishna and his life itself was an example of this model. He had believed that all religions advocate the same. He also

believed that there many ways of attaining moksha and the God. He said idol worship is inevitable.



In order to spread the teachings of Ramakrishna Paramahamsa, Swami Vivekananda founded this mission. Vivekananda (1863-1902) was born in Kyastha family in Calcutta. He studied both Western and Eastern philosophies. After studying the Indian philosophy from different perspectives, he started preaching the importance of Indian philosophy to Indians as well as Westerners. He roamed around India for about five years after the death of his Guru. Due to this, he could understand the social reality of India. He worked to establish a casteless society as he could see that the society was deeply involved with caste based discrimination. He also noticed exploitation, poverty, illiteracy and divisions among the Indians. Vivekananda believed that People should be educated first, and then they themselves seek reformation. He wanted legal institutions to implement appropriate rules to support reformation. He also wanted people to stop following the western ideals blindly. He believed it is the duty of the religion to provide light. Without this, religion is itself is of no use, declared Vivekananda. The one who responds to the poor is Mahatma, and tie one who doesn't is Duratma. He opposed caste system, untouchability and the idea, of supremacy based on caste system.

“We should take the humanity to such a place where there are no Quran, Vedas and Bible. Still we need to attain this by attaining unity among Quran, Vedas and Bible.... in our country, there is a need for unity between Hindu and Islam, a Vedic mind in Islamic body is the only path of progress” - Swami Vivekananda’s Works. Series 7, Volume 238.

The Westerners could understand the cultural richness of India with the help of speech delivered by Swami Vivekananda at Chicago city in World Religious Congress in 1893. He attracted the attention of the listeners

while speaking at ‘Congress of Religion’ held at Paris in 1900. His speeches mirror his nationalist ideas. Interestingly, he had visited Mysore before his visit to Chicago as a guest of Chama raja Wadayer X. As per the suggestion of Swami Vivekananda, Chama raja Wadayer X started schools for untouchable children. Swami Vivekananda wrote books on Jnana Yoga, Raja Yoga, Karma Yoga and Bhakti Yoga. His thoughts provided impetus to freedom struggle and he asserted that freedom includes social equality also.



Theosophical Society

This society was basically founded by Madam Blavatsky and Colonel H.S. Olcott. They came to Adyar near Madras and established the head office of Theosophical Society in 1886. The main aim of the society was to do a comparative study of various religions, philosophies and science. Another goal was to discover the indomitable spirit hidden in the human. It declared that Universal Brotherhood is important. The society took its basic principles from Hindu sacred scriptures like Veda, Upanishads, Sankya yoga and Vedanta Philosophy and spread these basic principles. The society attempted to find solutions to present problems by studying the ancient Indian thoughts, philosophies and theoretical ideals. Hence, the society basically tried for the reformation of Hindu Religion. Interestingly, foreigners took more interest in this process.

With the arrival Irish 1ady Annie Besant in India by 1893, the movement of the theosophical society started to grow more. She arrived in India as a member of the society. She was born in 1847 in London. She divorced her husband who was a priest at an Anglican Church and became an active member of the society in 1889. She had more knowledge in Vedanta Philosophy. She advocated that Indian culture is far more superior to the western culture which is based on materialism. This movement was

reformation movement of Hinduism. She also did a comparative study of Hinduism and Buddhism.

Translating Bagavath Geetha to English is one of the major achievements of her. She was called as ‘Shwetha Saraswathi’. She wanted education for all. She opened schools. She started Central Hindu Benaras College in 1898. The same institution became a university due to the forethought of Madan Mohana Malaviya in 1916. She started two periodical, ‘New India’ and ‘Common Wealth’ to initiate discussion on current problems and social issues. She started Home Rule League in 1916 and initiated Home Rule Movement in Madras region. The credit of creating religious reformation movement and a new sensibility for Hinduism in the early nineteenth century should go to the Theosophical Society and its part and parcel Ms. Annie Besant. Ms. Besant was active in the freedom struggle movement and became the first women president of Indian National Congress.



You know this:

Home Rule:

The Irish people who were under the rule of the British, started Home Rule movement to assert their rights of self-governing. Influenced by this, Annie Besant started home rule movement in India also. Two Home Rule movements were in existence in India by 1916. One movement based it-self in Poona and covered areas like Maharashtra, central provinces, Birar region and northern part of present of Karnataka under the leadership of Tilak. Another Home Rule movement was based at Madras under the leadership of Annie Besant. Tilak ran periodicals like ‘Maratha’ and ‘Ke-

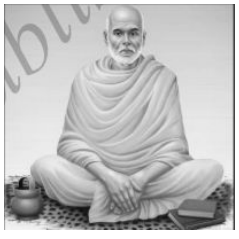
sari’ whereas Annie Besant ran periodicals like ‘New India’, ‘Common Wealth’ and ‘Young India’.

Sri Narayana Dharma Paripalana Yogam

Sri Narayana Guru started reformation movement in 1903. This started Elavu of Kerala. This movement aimed at strengthening the backward and exploited communities. Narayana Guru (1854-1928) and his companions Dr. Pallpu and Kumaran Assan led the movement.

The caste differences were too much in Kerala and there were many prohibitions in place. During that period, all were not allowed to use facilities like tanks and roads. They were barred from wearing footwear. Restrictions were there on women’s dress also. These communities had live without basic human rights. In order to address this issue, Sri Narayana Guru started Dharma Paripalana Yogam movement. One Caste, One Religion and One God for human beings was the basic idea of Sri Narayana Guru. Education is the only path to achieve this he declared. He built temples for the backward communities as they were denied entry into temples.

Narayana Guru and his companions started ‘Viakom Movement’, a temple Entry movement in 1924. Gandhi and Periyar, the architect of self-respect movement participated in this. The temple entry of Guruvayoor temple was a major incident.



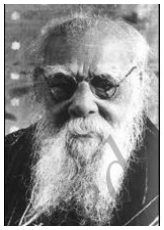
Periyar

By the beginning of twentieth century, a Non-Brahmin movement started in South India. The majority Non-Brahmins launched agitations

demanding representations in government sector as per their population. It became a major movement in many states like Karnataka later. The non-Brahminical communities opposed restrictions against them. This was possible due to the English Education. The census reports published after 1870s, provided a picture of their population. The Justice Party started in 1916 continued the movement in Tamil Nadu.

Non-Brahmin movement took a new shape under the Justice Party. This became more radical. ‘Self-Respect Movement’ led by E.V.Ramaswami Naicker became a new force. Ramaswamy who came out of Congress in 1925, started Self Respect League in 1926. He was called Periyar (Senior Person' of love by people. Periyar was born in Erode to a rich family. He believed that Congress is in favour of Varna system and started a new movement based Dravida a Racial identity. He rejected the racial supremacy in the name Arya and Brahmin. He said Tamil is language of Dravidians. He opposed Sanskrit language and literature. He also rejected Rama as the Vedic leader and accepted Ravana as the Dravidian leader. Angered by a bad experience at Banaras, he converted Sanskrit, Rama and Ravana as cultural ideals and patronized Ravana. He championed equality and criticized caste and gender based discrimination. He participated in temple entry movement held at Viakom of Kerala. He became the president of Justice Party in 1939. He started an association called “Dravida Kalagam”. He also started Justice Periodical.

Even today, Periyar remains as an ideological symbol in Tamil Nadu politics. This is more evident in all the political parties of Tamil Nadu retaining the word ‘Dravida’ with their names. The ideological Non-Brahminical movement started by Ayonthidas and T.M.Nayar was turned into a cultural movement by Periyar. His life goal was to establish an equal society where there will be no inequality based on caste, religion and gender.



EXERCISES

1. **Fill in the blanks with suitable answers:**

1. The nineteenth century is called as _____ period.
2. Raja Ram Mohan Roy started _____ periodical.
3. The founder of Prathana Samaj is _____
4. The Young Bengal Movement was started by _____
5. The Guru of Swami Vivekananda was _____
6. The Anglo-Oriental College was established at _____

2. **Discuss in groups and answer the following questions:**

1. What are the preaching of Brahmo Samaj?
2. Discuss the declaration of Dayananda Saraswathi's 'Back to Vedas'.
3. Discuss the reformation advocated by Sathyashodak Samaj.
4. Discuss the aims of Aligarh Movement.
5. Explain the Views of Ramakrishna Mission.
6. Explain how Swami Vivekananda was a source of inspiration for youngsters?
7. What were the reformation activities of Annie Besant?
8. Explain the contributions of Sri Narayana Dharma Paripalana Yogam.
9. Make list of main aspects of Periyar Movement.

3. **Activity:**

1. Visit a nearby Ramakrishna Ashram and gather information on Swami Vivekananda's views.

4. **Projects:**

1. Visit libraries and read books on Social reformation. Collect more information from internet with the help of teachers.
2. Discuss on various institutions striving for social reformation with teachers.

UNIT-6: THE FIRST WAR OF INDIAN INDEPENDENCE (1857)

In this unit you learn

1. Reasons for the first Indian War of Independence
2. Immediate reasons for mutiny
3. Scope and nature of mutiny
4. Failure and results of mutiny

In order to extend their rule over India, the British brought in policies of Subsidiary Alliance and Doctrine of Lapse. As a result, numerous states became part of the British Empire. This made many Indians unhappy. People were also upset with the administration of the British. This unhappiness erupted in the form of a major protest against the British in 1857. Many of the Indian Historians termed this as 'First Indian Freedom Struggle'. But, the English historians termed it as 'The Sepoy Mutiny'.

Reasons for the First Indian Freedom Struggle:

Political Reasons:

Due to the Doctrine of Lapse implemented by the British, many Indians Kings had to lose their kingdoms. As a result of this policy, Satara,

Jaipur, Jhansi, Udaipur and many other states became part of the British Empire. Dalhousie abolished the kingships of Thanjavore and Carnatic Nawabs. The British dethroned Mughal kings and many other kings. As a result, many soldiers depended on these kings became unemployed. This became the main reason for the protest against the British.

Economic Reasons:

Due to the development of industrialization in England, the Indian handicrafts and industries diminished. England apart from being an industrialized country became a workshop of industries. The artisans of India became unemployed. The weavers became the first victims as wool and cloth making industries suffered a lot. The Indian handicrafts became financially pathetic. The British levied high customs on Indian goods entering the market of England. Due Zamindari system, the farmers were exploited by Zamindars. Land tax collection rights awarded to Talukadars were withdrawn. By forming Inam Commissions, Inam lands were also withdrawn. As result, the farmers had to undergo lot of economic hardships and felt insulted. Hence, the farmers also protested all these.

Administrative Reasons:

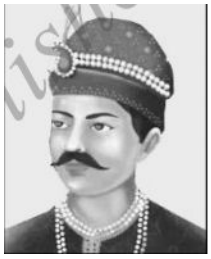
The British brought in many civil and criminal laws into effect. But in the implementation, there were lot of partiality. Laws applied to Indians in a different manner. English became the language of the court. The English judges gave judgments in favor of the English. People did not like the new laws.

Military Reasons:

The situation of Indian soldiers in the British army was very pathetic. They did not have the status, salary and promotion prospectus that of the British soldiers. The pressure put on Indian soldiers for overseas work triggered resentment among them due to their religious beliefs. Beginning of the Mutiny and its spread: The Indian soldiers who were present in large numbers in the British army believed that they can drive away the British if all of them become united. In this situation, the British started providing

‘Royal Enfield’ guns, a type of new and improved guns. A rumor spread that the bullets of these guns were smeared in the fat of pig and cow. The cow was sacred for Hindus and the pig was prohibited for Muslims. This became the immediate cause for the mutiny.

This rumor caused lot of unrest in Barackpur military soldiers. When the soldiers were directed to load the bullets to the gun by chewing off a part of bullet, the soldiers refused to do it. The soldiers of Barackpur revolted against the British officers. A soldier named Mangal Pandey shot dead a British officer. Mangal Pandey was arrested and after a trail he was hanged to death.



The Spread of the Mutiny:

Meerut was a major British military base. The Indian soldiers stationed here refused to use the bullets of the new guns. Many soldiers were arrested. This led to mutiny in Meerut. The soldiers barged into the prison and released the imprisoned soldiers. This became the seed for the Indian freedom movement. A group of soldiers reached Delhi from Meerut. They entered the Red fort and declared the Mughal King Bahadur Shah II as the emperor of India. Due to various reasons, the protesting soldiers reached Delhi. The protests became intensified. This spread like a wild fire to Delhi, Kanpur and Jhansi.

Nana Saheb of Kanpur rose in revolt. Tatya Tope was his assistant. In Jhansi, Rani Lakshmi Bai provided leadership to the revolt. Tatya Tope came to the support of Rani Lakshmi Bai after the fall of Kanpur to the British.

Later, the protest spread to Lucknow. But, finally Lucknow fell into the British. Now the freedom struggle spread to the South of River Yamuna.

This influenced the soldiers of Rani Lakshmi Bai. Rani Lakshmi Bai who was angered by the Doctrine of Lapse declared war on the British. She captured Gwalior. She died a heroic death while batt1ing the British in another battle. Even today, Rani Lakshmi Bai has a special place in the annals of Indian freedom struggle.



Reasons for the failure of the Mutiny:

The first war of Indian Independence failed due to various reasons. It did not cover every part of India. It was mainly concentrated on the issues of the rights of Kings and Queens rather than liberation of the country. As it was not a planned mutiny, there were many unexpected results. The unity among the British and the disunity among the Indian soldiers resulted in its failure. The Mutiny lacked direction and leadership. The soldiers also lacked discipline and organizing skills. The Indian soldiers lacked military strategies, planning capabilities and soldiering skills. The freedom, fighters lacked a definite aim. Many of the Indian kings extended their loyalties to the British and did not support the freedom fighters. The plundering and other crimes committed by the sepoys made them to lose the faith of common people.

Results of the Mutiny:

The governance of East India Company came to an end, and the governance of British government started. The administration of India was handed over to Secretary of Indian Affairs of the British Parliament. The Queen of Britain passed a declaration in 1858. It had the following aspects:

1. The agreements entered by the company with the local Kings were accepted.

2. Non pursuance of regional expansion.
3. Providing a stable government for Indians
4. Equality before the law
5. Non-interference of the government in religious issues of Indians and practicing religious tolerance.

The British realized that unless and until they command the love and affection of Indians, ruling India would be a difficult proposition. The inability to listen to the voice of Indians was considered as the main reason for the violence. Hence, they decided to involve the Indians in the process of legislation and implemented 'Policy of association'. The first war of Indian Independent is a like guide post of future struggles. This also outlined the importance of seeking alternative channels to pursue future struggles against the British.

EXERCISES

1. **Fill in the blanks with suitable answers:**

1. The Mutiny of 1857 was called as _____ by the British historians.
2. The policy implemented by Dalhousie is _____
3. During the mutiny of 1857, _____ killed a British officer.
4. Jhansi Rani took over _____ from the British during her war against them.

2. **Discuss in groups and answer the following questions:**

1. What were the results of 'Doctrine of Lapse'? Discuss.
2. How did the economic policies result in the mutiny of 1857? Explain.

3. What were the issues that outraged the religious feelings of the Soldiers?

4. What were the immediate causes of First War of Indian Independence?

5. List out the reasons that led to the failure the mutiny

6. What were the main aspects in the declaration of Queen?

3. **Activities:**

1. Identify the kingdoms that were affected by the Doctrine of Lapse on an Indian Map.

2. The Sepoy Mutiny of 1857 is the Independence for Indians. Arrange a lecture on this topic.

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POLITICAL SCIENCE

UNIT-1: THE PROBLEMS OF INDIA AND THEIR SOLUTIONS

In this unit you learn:

1. Unemployment
2. Discrimination (Gender, Caste, Regional inequalities)
3. Corruption
4. Communalism
5. Terrorism
6. Corporate Strategies

India has faced numerous external and internal problems since 1947. These problems have to be managed through efficient administration. The support of citizens is needed for our democratic governments at the center, state and local levels.

Now, let’s see what are the problems faced by our country. Isn’t it our duty to know this? Yes, we need to know and also find some solutions to them. Most of them are human made and national emergencies. Hence, the need is to find a reasonable and humane solution. The solution is to be found through good administration, social reformation, fast and efficient judiciary. This solution needs to be backed by people’s support. Let’s know more about such problems.

Unemployment

Unemployment is a situation where a person does not find work in accordance to his capacity or qualification. India has a huge population and unemployment is a big problem. Usually, the population and improved technology are considered as the two reasons for unemployment. Apart from these two, shortage of natural resources, over dependency of agriculture, ruined cottage industries and lack of skill based education

unemployment has become a huge problem. According to census of 2011, the poverty rate is 21.9%. This indicates the growing problem of unemployment in India. In order to solve the poverty related issues, both the central and state governments have taken various measures to generate employment for people. Steps have been taken to improve the skill level of the job seekers so that they can have better access to employment, providing loans and subsidy to enable people to engage in self-employment. In reality, handicrafts and products created out of self-employment are unable to compete with goods created by globalized economy and this has further complicated the issue of unemployment. Hence, the solution is to inculcate world class skill to our people so that they compete with globalized production. Apart from this, every citizen of the country should be encouraged to indulge in one or the other employment by providing job oriented course to all, is another strategy to think on.

Corruption

Corruption is another social evil in the public life of India. Now, the corruption has spread to all strata of the society. Corruption means offering bribe and following any other illegal means to achieve some illegal benefits. Corruption stays, away from ltga1 framework in its operation. This also can be defined as misuse of public authority for personal gains. Sweeping away all the procedures for a narrow personal gain can also be termed as Corruption. It has become contagious disease in personal life.

Corruption influences negatively on both personal as well as public sphere of life. It influences the economic, social and political life of a country negatively. It also means an immoral thing from the political angle. Corruption of personal ethics and morality happens in the personal sphere. In public sphere, bribery, nepotism, caste favoritism and intentional slowdown of the work appear as various forms of corruption. During election time, all these evil practices simply find inroads into social life.

Political corruption leads to crime. It also provides motivation of corruption in public life and nourishes the misadministration on the part of officials. Things like tax evasion, illegal hoarding, smuggling, economic

offences, cheating, violation of international exchange and employment cheating all find space in corruption.

It is impossible to root out corruption by either rejecting it at personal level or just going along with it. It can be rooted out only through strong public ethics and morality and personal commitment. Many a times, natural human tendency for selfishness, eagerness to fend of personal emergencies and personal gain lead a person to engage in corruption. Lack of strict supervision and weak legal enforcement leads to corruption. Political will and public support is inevitable for tackling corruption. In other words, ethical political leadership, good officers and politically aware and educated public can weed out corruption. Institutions like Lokpal and Lokyuktha can bring down corruption drastically. Education institutions can take a lead in this direction. By installing CC TV cameras in government offices and increasing efficiency of government work can also bring down the intensity of the corruption. Measures like awarding harsh punishment for corrupt officials can also bring in some change. Increasing the number of courts and judges can also reign in corruption. In nutshell, coordinated efforts are needed to address this burning social problem.

Discrimination

Discriminations based gender, cast and region is more evident in India. Indian society is made up of patriarchal values. It discriminates the role women and man according to the patriarchal values. Hence, inequalities art there between men and women in our society. Government of India has undertaken various measures like providing reservation in education and employment, along with providing reservations in elections of local bodies to overcome this gender discrimination I, has reserved 1/3 of the seats in local elections. In Karnataka, 50% reservation has been given to women in local body elections. With this measure, efforts are on to end the discrimination prevalent between genders.

Just like Gender Discrimination, caste based discrimination is also a challenge to India. Caste system is a gift to Indian political system from the ancient societal system based on Varna. Many measures have been undertaken in the constitution itself to prevent caste based discrimination.

The right for equality and freedom have been included in the section three of the Indian Constitution. But, the caste system has continued to live even after all these efforts. This cannot be solved only with the legal intervention. In order to eradicate this system, the society also needs to prepare itself to accept the change.

Regional inequality is like gender and caste inequality and has posed a big challenge to India. Some regions of the country have achieved a lot of progress while many parts have remained backward. In order to remove such inequalities, the article 371 has been amended from A to J. Through these amendments backward regions have been given special status. In spite of all these measures, the regional inequalities problem has grown to such an extent that many are demanding independent state status for themselves. In the light of these developments, there is an urgent need to eradicate regional imbalances of the country as early as possible. In Karnataka, in order to address the regional imbalances, a committee headed by D.M. Nanjundappa has given special report on various measures needed to solve the regional imbalance in 2001. Some of the most backward regions of Karnataka have been accorded special status by adding article 371(J).

Communalism

Communalism is a major problem in our country. Segregation in the name of religion and creating hatred and cultivating opposite self-interests can be called as Communalism. It creates social differences, mutual suspicion and fear situation in the society. Political competition, social groupism and economic hatefulness is expressed in Communalism. Communalism has the capacity to endanger the integrity and unity of India. It not only disturbs the peace of the society, it also destroys the public and private property. It leads to mutual accusations, and physical assaults and other undesirable effects.

Communalism puts self-interest ahead of national interest. The communal forces make attempts to increase their communal forces in the country. They attempt to preach their religion and also tend to be suspicious of other religion. This affects the unity of the nation. As a result, the country has to spend a lot of energy to maintain internal peace and order.

A lot of precautions are needed to address the challenge posed by Communalism. Ideas like uniform civil code, equality among all the citizens, supporting secular values in the society and transcending narrow thoughts in favor of national interests can be the solutions for communalism. Economic and social inequality could fuel the communalism. Attempts should be made to foster the faiths of all people and develop healthy national thoughts. Precautions should be taken to check communalism as it would spoil the integrity, equality, fraternity and cultural diversity of India. The citizens should commit themselves for a secular society.

Status of Women

The achievements of women during pre-independent India are notable. Jhansi Rani Lakshmibai, Kittur Rani Chenamma, Annie Besant, Kasturba Gandhi, Savithribai Phule, Sarojini Naidu are some of the memorable women freedom fighters. Now women are present in all walks of life like medical, teaching, engineering, pilot, astronaut, police, politics, military and other areas. Still, the status of women needs a lot of improvement. The status of women has remained low due to social customs, poverty and illiteracy. This has affected the progress of the country.

The government has started Women and Child Development department in order to develop women's education and status. Through various measures taken, the government seeks to improve the status, health and education of the women. Many programmes have been implemented to curb child marriage system, dowry prohibition act, compulsory education are implemented as a means of empowering women. The government of Karnataka has implemented 'Stree Shakti' programe through which self-help groups of women are formed and fostered as the means of social progress.

Various cooperative formations like Stree Shakthi self-help groups, associations of self-help groups have been formed. Women's commissions have been established at national and state level to address the various issues of women. Attempts are made to provide reservations at state and

national legislature bodies. 'Women reservation has already been provided at local bodies. Women reservation is also provided in government recruitments.






In India, Indira Gandhi was the Prime Minister for a long time. Ms. Prathibha Patil was the President of India. Many women have performed various roles as ambassadors, governors, ministers, chief ministers and many others have influential positions and have performed well. The success of these women has been inspirational for many women.

Terrorism

Terrorism can be called as extremism. This is a method putting pressure on a government. Terrorism based on political ideologies, religious faiths and ideological beliefs creates a lot loss for the individuals as well as communities. Moreover, terrorism creates psychological pain and influences the cultural aspects negatively. Terrorism is nothing but fulfilling its narrow end by creating panic and violence. It feeds on fear of the people. These are organized crimes purported by organized group of people. Such activities are called anti-national and anti-social acts. Bombing of world trade center of USA, bomb attacks on Bali of Indonesia, bombing various cities of trance, Britain, and other countries are the reason for worries at international level. The terrorism is based on extreme religious sentiments, separatism, racialism or leftist ideals.

Often, a country funds and supports terrorism in another country. Terrorism targets civilians of the country, military bases, and also targets specific communities with specific languages, religion, and race and skin color to create maximum terror among them. It aims at creating more fear by killing people. They use explosives, deadly gases to attain their goal. The killings done by terrorists are pre-planned. They work with their own

network of intelligence. They employ modern day gadgets and means of transportation. They target busy areas like airports, railway stations, markets and other areas to attack. They seek to spread their goals along with this violence. They also use tactics like suicide bombing, kidnapping innocent people to attain their targeted aims.

India is one the countries in the world that has been the target of terrorism for many years. Terrorism is and was there in states like Nagaland, Manipur, Kashmir, Punjab and other places. There was attack on Taj Hotel in Mumbai on November 26, 2007. Similarly, the Parliament house had also been the target of terrorism. Terrorists have targeted places like Hyderabad, Chennai, Bengaluru, Bodhgaya and other places to create panic. Our neighboring countries like Pakistan and China are accused of supporting and aiding terrorism in our country.

India has always criticized terrorism in other countries also. Our central and state governments have taken at most care to stop terrorism. They have always strived to protect the property and life of ordinary people. They have even created special elite forces to tackle these terrorists. India has been peace loving country and has undertaken many initiatives to stop terrorism.

A look into history says that a very little has been achieved by violent activities like terrorism. At the same time, history has been made by employing truth, nonviolence and love. The killing of people like Gandhiji, Indira Gandhi and Rajiv Gandhi did not erase their efforts to achieve progress through peace. Whereas actions of Buddha, Mahaveera, Jesus, Mohammad Paigambar, Basava, Gandhi, Nehru, Ambedkar, Martin Luther, Nelson Mandela and others have given new light, new paths and new life to the people all over the world. Peace and love are greater than violence and Hate.

Corporate Strategy

The Corporate Strategies has been the biggest challenge in front of Indian society since the beginning of 21st century. A group administrative measure undertaken by a company to achieve a premeditated target is called

Corporate Strategy. The present day corporate strategies are using globalized environment and modern technologies. The main aim of these strategies are maximizing the profits of the company. This affects the people, the society and a country negatively. Often, the corporate strategies influence the decisions of the governments also. On the positive side, the same corporate companies can be employed to alleviate social problems like poverty, malnutrition, health, skill training and many other aspects of society through Corporate Social Responsibility (CSR) programs. The governments need to mandate such initiatives through appropriate legal measures. Only with such initiatives, the Indian society can channelize the corporate strategies in favor of the society.

EXERCISES

1. **Fill in the blanks with appropriate answers**

1. The people who develop a deep passion for the place they live is called as _____
2. The formation of language based regions took place in _____
3. In Karnataka, _____ institution is in existence to curb corruption.
4. As per the census of 2011, the population of India is _____

2. **Discuss in groups and answer the following**

1. How is communalism fatal to national unity? Explain. .
2. How does regionalism affect national development? Discuss.
3. What are your suggestions to improve the status of women?
4. What are the measures needed for the eradication of unemployment?
5. What are the measures undertaken for the removal of regional imbalances?
6. What are the effects of terrorism?

7. What are the measures taken to curb terrorism?
8. What is Corporate Strategy? Write about its present status.

3. **Activities**

1. Make a list of states that have been accorded special status under article 371.
2. Organize a debate competition on “how regionalism creates disunity in country’.
3. Conduct an interview with a local body women member about the status of women.

UNIT-2: INDIAN FOREIGN POLICY

In this unit you learn:

1. Nature of Indian Foreign Policy
2. Panchasheela principle
3. Non Aligned Movement
4. Disarmament
5. Anti-Apartheid policy

A study of how different countries interact with other countries and the type of relationships they strive to maintain is needed. Just like an individual who cannot live alone, countries also cannot live in isolation. Hence, every country needs to have a foreign policy to regulate its interaction with other countries. Out of 20J countries in the world, very few countries are strong and most of them are weak. According to experts, “Every sovereign country has its own foreign policy”. A sovereign country is that country which is not under any other country’s control either for internal or external issues.

It’s an important point to note the India had its own foreign policy before independence and after independence also. India has been considered as one of the major countries of the world with its huge population, natural resources, military, intellectual and industrialized capacities. India is one the few countries in the world who pursue their own foreign policy.

You know is:

“A nation should realize that foreign policy is an art of finding the right policy in spite of many policies. It is useful to a country. We can speak of good for international community and international peace also. Finally, every government considers everything from its own perspective. The foreign policy of a government is based on the long term as well as the short term interests of its own No government dares to do harm to its own interests.

Jawaharlal Nehru

India became a republic in 1947. As an independent country India wants peaceful coexistence with the other countries of the world. The major aims of Indian Foreign Policy are:

1. National Security
2. Enriching national economy
3. Spreading the cultural richness of our country in other countries.
4. By increasing the number friendly countries and check the power of enemy countries.
5. Achieving World Peace and co-existence.

Discuss:

“The world is Cruel. We wanted to hoist the flag of peace everywhere, but we were cheated”

-uttered in surprise by then Prime Minister Jawaharlal Nehru after the invasion of China into

In the radio speech of September 7, 1946; Jawaharlal Nehru outlined the Foreign Policy of India for the first time to the general public. The speech gave an indication of the foreign relationships India is going to foster with countries like America, Russia and China. Jawaharlal Nehru managed the foreign policies of India as an External Affairs Minister apart from being the Prime Minister as well. Hence, many a times, the foreign policy of India is also called as Foreign policy of Nehru. Various international and national issues have influenced the Foreign Policy of India. Issues like national interests, geographical interests, political situation, economic interest, military issues, public opinion, international situation and many other issues have influenced and shaped India's Foreign Policy.

Basic aspect of India's Foreign Policy

1. **Panchasheela principles**

Though countries have their own social, economic, political and cultural systems, they have always strived to foster healthy relationships with other countries. Based on the similar lines, in 1954, both India and China accepted Panchasheela principles to foster their international relationship. (Jawaharlal Nehru was the Prime Minister of India and Chou Enlai was the Premier of China). The following are the five principles called as Panchasheela principles:

1. Respecting each other's Sovereignty and regional interests.
2. Non invasion of each other.
3. Noninterference in each other's internal issues.
4. Mutual cooperation and respect.
5. Peaceful coexistence.

These are the basic fine building blocks of India's foreign policy

2. Non Aligned Movement

The world was divided two power blocks after the end of Second World War. The democratic countries were under the hegemony of USA and the Communist countries were led by USSR. In those days India followed the policy of being Non Aligned to either of these blocks. It was successful in commanding the faith from both the blocks. It secured financial assistance from USA and secured military aid from USSR. It also dealt every international event independently and welcomed or criticized any issue independently. The credit of creating an independent policy of being Non Aligned and making it part of the foreign policy goes to India. After Nehru, the Prime Ministers like Lal Bahadur Shastri and Indira Gandhi followed the principle of eye for an eye in foreign policy. The wars held in 1965 and 1971 with Pakistan were guided by this policy. Later, the Prime Minister Atal Bihari Vajpayee tried to reform our foreign policy and strived to have better relationship with Pakistan.

You know this:

SAARAC- South Asian Association for Regional Cooperation.

SAARAC is an association of South Asian countries. It was founded on December 8, 1985. India, Srilanka, Bhutan, Maldives, Nepal Pakistan and Afghanistan are the member countries. The SAARAC conference of1986 was held in our state at Bangalore.

3. Anti-Imperialism

The Foreign Policy of India opposes imperialism. Imperialism is an attempt by a sovereign country to take over another sovereign country with the intention of ruling it for its personal gains. It was natural for India which gained its independence from an imperial country to oppose such moves of other countries. ‘No corner of world shall have Imperialism’ declared India in the Conference of Asian Countries (1949 and 1955) held in New Delhi and Bandung

4. Anti-Apartheid policy

Apartheid is an attempt by a race or people of a particular skin colour to subjugate another race of people of different skin colour in the name of supremacy. Apartheid is an affront to human rights and world peace. The foreign policy of India declared that “No country of the world shall practice this”. Till recently, the minority white people were ruling the majority black people in South Africa. India had declared its support to Nelson Mandela and his party African National Congress who were opposing Apartheid in their country.

5. Disarmament

The process of elimination of specific arms step by step is called disarmament. There is an increased competition for the production, sale and collection of arms in the word. Many of the countries are worried that this massive scale of arms could lead to Third World War. Countries with massive arms may attack another country intentionally or by mistake or by accident trigging massive devastation. The presence of nuclear arms makes the issue more complicated. India, being peace loving country, advocates for the reduction of arms qualitatively as well as quantitatively. Since the time of Nehru, India has supported disarmament process. Though it is impossible and impractical to attain total disarmament, as every country needs arms for its protection; an attempt can be made reduce the number of arms.

The Constitution of India’s article 51 advocates for a foreign policy that aims at establishing international peace and cooperation. The department of External Affairs of the Central government plays a decisive role in formulating our Foreign Policy. It always considers our national interest and public opinion. Indian foreign policy aims at strengthening UNO. India strives to have strong foreign relationship with the countries of wor1d through SAARAC and Common Wealth of Nations as well. Moreover, India has been one of the major members of UNO.

Activity:

Collect information of the recent foreign policy developments of India from the internet with the help of your teachers.

EXERCISES

1. **Fill in the blanks with appropriate answers:**

1. The Indian Foreign policy was specially formed by _____
2. The policy of keeping safe distance from both the power blocks of the world is known as _____ movement.
3. During pre-independent period India was under _____ imperial occupation.

2. **Discuss in group and answer:**

1. What is Foreign Policy?
2. How does Foreign Policy' aid a country to development?
3. What are the aims of India’s foreign policy?
4. Why does India oppose imperialism?
5. What are the Panchasheela principles?
6. Why does India advocate disarmament as the need of the world? Discuss.

3. **Activities:**

1. Prepare an album of news published in newspapers regarding various foreign policy related aspects.
2. Collect information of India’s role in international crisis. For example: the crisis of Syria, Srilanka etc.

4. **Project:**

1. Organize a debate on the topic “India’s Non Aligned Movement is conducive to nation’s development”.

UNIT – 3: INDIA’S RELATIONSHIP WITH OTHER COUNTRIES

In this unit you learn:

1. Relationship between India and China
2. Relationship between India and Pakistan
3. Relationship between India and Russia
4. Relationship between India and USA

A family can never prosper without interacting with another family. Similarly a country can never progress without interacting with another country. In this globalized and modernized environment, it is inevitable for country to have relationship with another country. It is not a necessity now, it is a need. In the fourth part of our constitution under article 51, international peace and coexistence is explained. It is discussed under directive principles of the state. India strives to have cordial relationships with other countries as per the directions of the Constitution.

Relationship with Major Neighbour Countries

India and China

China is a big country which borders India. The relationship between China and India goes back to Mesopotamia and Sindhu river civilization times. Buddhism originated in India has found wide acceptance in China. The relationship between China and India goes back to ancient times. Many of Indian rulers had cordial business relationship with Chinese rulers. The Silk trade between China and India is discussed in Kautilya's Arthashasthra. After the emergence of India and China as two sovereign republics, their mutual relationships were guided by Panchasheela principles. A war broke

between India and China in 1962 due the escalation of Tibetan crisis. After the war, border disputes arouse and these disputes still remain unresolved. The insistence of China that Arunachal Pradesh belongs to it is one of the main bone of contentions between the two countries.

In spite of the border disputes and wars, the bilateral relationship between India and China has remained and continued healthy. Both the countries have the highest population and both are identified as the leading economies of the world. India has established good trade relationship between China after 1980s and this has further cemented its relationship. With continued efforts of India and China, BRICS in 2015 group of countries has been established. This further strengthened the relationship between India and China.

India and Pakistan

India and Pakistan are the neighboring countries. Pakistan is not only a neighboring country, but was an integral part of India during pre-independent period. But, after the India Independent Act of 1947; both countries became independent sovereign countries. Soon after independence, foreign relationship between both the countries started. There issues like terrorism, Jammu and Kashmir issue and water sharing disputes are there between both the countries. Both the countries have fought three wars. In order to improve the bilateral ties between both the countries many agreements like Tashkent Agreement, Shimla Agreement, Lahore Bus Yatra and Agra Conference have been entered. But agreements like this have yielded very less. This is because in spite of these bilateral talks; attacks on Indian Parliament House in 2001, Mumbai attack in 2007 and Pathankot attack in 2016 have continued affecting the quality of the bilateral relationships.

Activity

Collect the present information from newspapers regarding the relationship between India and Pakistan

India and Pakistan have clashed over the years about Jammu and Kashmir issue. There are few similarities between the two countries. Both share common cultural and economic ties and the mutual exchanges in both the fields have continued. The mutual trade relationships have continued ever since independence. Similarly both have responded to each other's needs during emergency and natural calamities.

Relationship with Powerful Countries

India and Russia

India has cordial relationship with Russia. It had similar relationship with United Socialist Soviet Russia also. Even though, India followed Non Aligned policy, it had good relationship with Russia in the field of economics, politics and other areas. (USSR had opposed China's invasion of India in 1962. During the Goa liberation in 1961, USSR had supported India at UNO.) USSR had supported the Tashkent Agreement between India and Pakistan in 1966. In 1971, India and USSR signed an agreement of 20 years for peace and cooperation. USSR had supported for the establishment of Bilai and Bhokora steel plants. India has taken major support from Russia to improve its industries and technology. Russia has extended its support to India's quest for permanent Seat in the UN Security Council.

India and USA

India and USA are democratic countries and are also big countries. In the present international scenario, both India and USA have a major role to play. The relationship between both the countries have found a few major shifts ever since 1947. During the bipolar world of cold war era, India had maintained equal distance between Russia and USA with Non-Alignment Policy. USA has supported a lot to India's Five year plans. USA has extended its support during Indo-China war of 1965. But, later the political leaders of USA extended their support to Pakistan during the war between Indian and Pakistan. Many a times, the foreign policy of USA has been anti-Indian and pro-Pakistan. Interestingly, both India and USA have shared interest in controlling terrorism. India enjoys better relationship with USA

in the fields of foreign trade, science and technology, space science, education and other areas of mutual interest. Both the countries share mutual responsibility strengthening UNO and maintenance of global peace. India keeps observing the policy shift in the two Parties of USA; Democratic and Republican parties; and adjusts its policies in accordance to it.

India has a cordial relationship with other neighbouring countries like Srilanka, Bhutan, Nepal, Maldives, Afghanistan, Indonesia and other countries.

EXERCISES

1. **Fill in the blanks with appropriate answers:**

1. The relationship with was strengthened with _____ was strengthened with Panchasheela principle.
2. International peace and cooperation is discussed in the _____ article of our Constitution.
3. In 1962 _____ invaded our country.

2. **Discuss in group and answer the following questions:**

1. Why does counties need to have good relationship with other countries?
2. What are the reasons for tensions between India and Pakistan?
3. The relationship between India and China is recently spoiled. What are the reasons for this?
4. India and USA are two democratic countries. Explain the mutual cooperation that exists between both the countries.
5. Explain the relationship between India and Russia.

3. **Activities:**

1. Collect more information about the relationship of India with other countries.
2. Draw a map of India and mark the neighbouring countries on it.

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SOCIOLOGY

UNIT – 1: SOCIAL STRATIFICATION

In this unit you learn

1. Social Inequality (education, gender, profession, income, opportunities and others)
2. Social Stratification
3. Untouchability - a social problem
4. Legal steps to eradicate untouchability

Social Inequality

The fact that people are stratified according to various qualities (Gender, Caste, Profession, Class and Race) is the proof of Social Inequality. The Social Inequalities are: Income sources, Education and Professional opportunities, health facilities and political representation and participation. This means the Social inequality is the result of already present unequal social opportunities. This is continued by prodding unequal access to materials, resources, income, opportunities, recognitions and status. For example, by neglecting the social service sectors like Public Health system, Public education and social security, the life of the poor is made difficult. This allows the assimilation of wealth in the hands of very few. The increasing economic growth and the GDP have led to the creation fifty Billionaires and one lakh millionaires. But the neglect of the food and social security, of caste, income and sex based discrimination makes one to understand the inequality present in the society.

Education and Inequality

Education is a special structure that brings in equal opportunities, openings and social justice in human life. This means that the governments should provide equal opportunities to all children. The Social Justice aspect of education can be seen in the Directive Policies and the Preamble of the Constitution of India. Under Article 39, it is said that providing social

justice and people welfare is the duty of the state government. But, after the 86th Amendment to the Constitution, Article 21A says free and compulsory education to all children between 6 and 14 years is fundamental right of the children. Article 45 says all children under 14 years should be provided with free and compulsory education. The Article 19 says that Right to Speak and Right to express one's own opinion is the fundamental right. Similarly, it is the duty of the Constitution to protect the welfare of the opportunity less minority children. Article 29 provides for the Protection of Cultural rights of the minorities whereas Article 30 provides for the establishment of Minority educational institutions. Article 46 clearly express that it is the duty of the government to support the education interest of Scheduled Caste and Tribes.

The Supreme Court's decision to understand the Right to Live of Article 21 from education perspective is an important one. By declaring School Education as the basic right, the Supreme Court redefined the efforts to provide school education. Through this decision, it provided a new hope for the children. The Supreme Court of India in it judgment in the case of Unni Krishnan Vs. Andhra Pradesh clearly said that under Article 21A, getting free and compulsory education by all children between the age of six and fourteen years is the fundamental right of the children.

In this decision, the court has said that the entire education structure beginning from Anganwadi education to higher education should be seen from 'Holistic' perspective. As per this decision, all the citizens of the country have the basic right for education. It is part of the right to live.

But, the opportunities for unequal opportunities in education are on the rise due to various legal issues. There is also a rise in inequality due to differential economic standards in the access to education. Still, the efforts to eradicate unequal opportunities in the field of education are on with the help of the Constitutional provisions.

Gender Inequality

Let's see how Gender Inequality which is one of the various Social Inequalities gets formed. In reality, our social perspectives are

interdependent. It means one person's thoughts are influenced by other's thoughts. Such influences on an individual are may be due to the thoughts of the family members or from the neighbours. Hence, the motivational issues supporting education of a boy or a girl has more in the social sphere of human life. There is more gender based inequality in access to school education, food and health facilities.

According to National Family Health Survey-4 2015-16(NFHS-4), rural women of Karnataka have a Body Mass Index (BMI) of 24.3 whereas the Urban women of 16.2. This means the women have lesser BMI. 60.9% of the children between 06 and 56 months have severe anemia. 45.2% of the pregnant women suffer from anemia. In this scenario, the development should include the food and nutrition security to the women and children. Through this, one should try to overcome the gender based discrimination.

Social Stratification

The human society has continued the practice of classifying people as Superior-Inferior and Upper-Lower and assigning differential roles and status. This method of dividing people into different strata and then assigning different roles Stratification.

Features of Social Stratification

1. **Social Stratification is social in nature: The Stratification is based on the social recognition and importance but not on any physical traits. For example, a person's status is not fixed on the physical traits like height, beauty and strength; but it is based on his education, income, profession, skill and other social traits.**

2. **Social Stratification is Universal: The Social Stratification is universal. Wherever human society exists, social stratification exits based on the division of labor, profession, income and other social traits.**

3. **Social Stratification is ancient: The social stratification is in existence since the birth of human society. Social Stratification is found in Nomadic society as well as the modern civilized societies.**

4. **Social Stratification exists in different ways: The Social Stratification exists in different names in different areas. For example in ancient Rome differences were there between Plebeians and Patricians. Similarly, in India four groups of people; Brahman, Kshatriya, Vaishya and Shudra were there based on Karma theory.**

Major forms of Social Stratification:

Though, social stratification is present in all the societies of the world, their forms are not similar. They have differences in their structure and nature. Let's try to know the social stratification from the ancient world till the digital world. They are:

1. Primitive Society
2. Slavery
3. Estate System
4. Varna System
5. Caste System

Untouchability-A Social Evil

In the beginning, the Varna System was present in the Indian Society. It is believed that it stated during the Vedic period. 'Four Varna System' is a system of social division. It is said that it is based on Karma theory. Brahmana- study, teaching, participation in Yagnas etc.; Kshatriya- Political Administration; Vaishya - business; Shudra - manual labourer. All the people who belong to these four groups are expected to perform their respective roles.

The fifth group which were considered as untouchables, were never considered as humans. The practice of untouchability has its beginning in Varna System. The issue of touchable and untouchable is related to the profane and sacred ideas based on inequality in socio-economic areas of life. The British government through its India Government Act 1935,

classified the Untouchables and tribal people as scheduled Castes and Tribes.

"An analysis of why a group of people stayed outside the village; whether they came from outside or were pushed outside, provides an answer to the birth and practice of Untouchability", says Dr B.R.Ambedkar. According to Gandhiji, "Untouchability is a heinous expression of caste system. This is a leprosy attached to Hindu skin". Ambedkar fight to address this issue of untouchability is a notable one.

Problems of Untouchability

The lowest position in the social strata

The Untouchables occupy the lowest position in the strata of a caste based society. According to Manu Smrithi, anyone who touches the untouchables (Chandala) had to undergo purification many times. As per Vygrapada Smrithi, if a touchable person comes within the distance of the tail of a cow with an untouchable, he could purify himself with a bath.

In Malabar, the untouchables who prepare footwear were barred from using them. They were not allowed to touch well, tanks and cemetery used by the touchable. The Untouchables were expected to carry the night soil, dead animals and other filthy jobs according to B. Kuppuswamy. They were assigned the lowest possible position in the caste system. Their birth was the main reason for this restriction on their social mobility.

They were kept out of the education

Untouchables were kept out of the education for many centuries. They were not supposed to listen to Veda recitation no. recite them also. They were barred from learning Sanskrit. They were not supposed to learn about religious texts. They were not allowed to mix with touchable children and listen to teaching. Because of the profanity attached to untouchables, they were kept outside the ambit of education.

Education provides Ambedkar an entry into the issues of demanding social justice. This is an important development in the Indian context. In a

democracy, individuals have the right to decide on their personal issues. All should have die skill to think logically and act. Hence, Ambedkar fought hard to make people realize the importance of education.

Having realized the importance of education in individual's life, Ambedr.ai argued in favour of 'education as a public property'. Due to such revolutionary ideas and thoughts, Ambedkar could come up with more provisions and directives in the draft version of the Constitution of India. And he is rightly called as 'The Chief Architect of the Indian Constitution'.

Denial of Property Rights

Traditionally, the untouchables were not allowed to own any property and were only expected to serve their masters. Citing the denial of such rights in the Dharmashastras, the untouchables were denied property rights. This is inhuman and also the violation of basic human rights.

Denial of Political participation rights

In the traditional political system, untouchables were not allowed to participate. During the British rule, the untouchables got few political rights. Due to the efforts of Dr. B.R. Ambedkar, the untouchables could get opportunities in politics and administrative areas. After the independence, reservation was brought to effect in electoral constituencies for Scheduled Caste and Tribes.

The Indian Constitution provides commitment for the eradication of untouchability, which itself unique in the world history. Our Constitution is important from this angle. As a result many mga1 measures have been implemented to eradicate untouchability practice.

Legal Measures to Eradicate Untouchability

Untouchability as a social problem has still remained in spite of efforts from leaders like Jyothibha Phule, Dr. Ambedkar and many others. It has remained alive in the Indian Society. Hence, many legal provisions have been brought to eradicate untouchability.

The Article 17 of the Indian Constitution prohibits Untouchability. The government of India has implemented ‘Untouchability Crime Act’ in 1955. ‘Civil Rights Protection Act’ was implemented in 1976 with necessary changes to the act of 1955. According to this act, practicing untouchability is a crime. Universal rights to vote and participate in election has also been provided. Moreover, reservation has been given in the field of education and employment for Scheduled Castes and Tribes scheduled along with backward classes. The Act of 1989 has given some specific responsibilities for the governments in the eradication of Untouchability. Like this, the Independent India has taken special interest in providing equality to all.

You know this

1. Articles 15,16,17,38 and 39 prohibits any discrimination among the Indian citizens
2. Articles 16(4) and 320(4) have provided reservation in the employment for scheduled tribe and scheduled castes.
3. Articles 330,332,334 provide scheduled reservation for Scheduled Castes and tribes in politics.
4. Article 29 declared education facilities
5. Article 25 has given rights to all people to enter public temples.

EXERCISES

1. **fill in the blanks with appropriate answers:**

1. Minority Communities are allowed to establish education institutions under article _____ of the constitution.
2. The Practice of untouchability is prohibited by _____ article.
3. The Untouchability Crimes act implemented in the year _____

2. **Discuss in groups and answer the following:**

1. What are the reasons, for Social Inequality?
2. How does gender discrimination take place?
3. What are the features of Social Stratification?
4. How is Untouchability a social evil? Discuss.

3. **Activity:**

1. Make a list of Social Inequalities in your village.

4. **Project:**

1. Invite a legal expert to your school and organize a talk and an interaction on Untouchability and Social Inequality.

UNIT-2: LABOUR

In this unit you learn

1. Division of Labour
2. Inequality and discrimination in Employment / Labor
3. Labour with pay and without pay
4. Labourers of organized and unorganized sectors
5. Challenges of unorganized labourers.

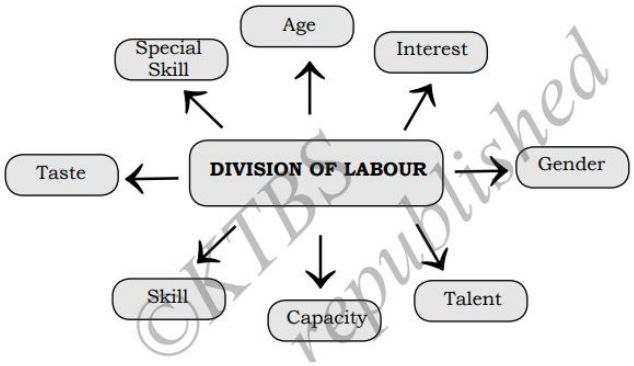
Division of Labour

Plato wrote in his book ‘The Republic’ on the Division of Labour. He said, “Human society is formed on natural inequities. This natural inequality is based on division of labour”. A socety’s need is fulfilled by different divisions of people. For example, the food is produced by farmers, cloth by weavers, and dresses are produced by tailors. The division of labour leads to organic merger of various sections of society. The Division of labour is necessary to fulfill the needs of social, economic and political needs of the society. But, there should be no exploitation in this process.

While discussing on the ‘Division of Labour’ Karl Marx says, “Division of Labour creates less skilled workers”. He classifies division of labour into two different divisions of economic labour and social labour. He opines that the Division of Economic labour goes with the technical and people’s cooperation. The Division of Social labour achieves social control through class, status and stratification.

A different division of labour can be seen in a post industrialized society than industrialized society. In the present digital world, the division of labour is done through computers. For example in the information technological society, the division is based on various skills in using the computers. As we consult different doctors for different ailments, the computer technicians are consulted for various aspects of information technology related issues.

Like this ‘Specialization’ creates division of labour. Here Specialization means having deeper knowledge and in depth skill in one particular field. Division of Labour has helped people to gain skill in a field and earn economic benefits in accordance to their skills. Due to economic interests and division of labour class system emerged. Since, division of labour found wide spread accessibility, business and industrialization emerged. As a result, few people could invest more and earn more profit.



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Inequality in Employment/ Labour

Labour means earning in cash or kind by providing one's manual or intellectual labour. Labour is an important aspect of human society. Labour also means a function done in order to achieve something. If a result is available for a person either in cash or kind due to one's physical work, then it is called Labour.

With the emergence of stratified division of labour, inequality starts in the society. Hence, in the Indian context, labour has not remained a mere economic activity. It has become part of social structure with inequalities. The labour in India has been mixed with gender, caste, region and religion. This has resulted in various forms of inequalities. In Indian society, if a person moves upwards with his status and role, his power and income also rises.

Any labour that goes against dictum 'equal labour equal pay' can be termed as inequality in labour. If differential payment is given for two people who put the same amount of time and efforts, then it is called as Discrimination. Though women and men engage similar work, their compensations are not the same. In India men are paid more for their work than women.

Even though such discrimination is less in government sector, inequality is evident in the stratified work. In nongovernmental organizations, the salary of a person remains unknown to other person. But, the inequality in pay is more visible in unorganized sector than the

organized sector. In agriculture sector, unequal division of labour is based on sex, age, and capacities. As a result, the question of the right compensation for women remains mute. For example, the women raise early and prepare breakfast for those people who go out for work, and later they themselves join others in active labour. But while providing compensation or taking decision, they are treated below the men. Most of the societies do not consider the labour of women as important. This indicates the inequality in labour. The unequal division of labour is more evident in our villages,

Again there is a lot of discrimination between educated and uneducated. The Safai Karmacharis who clean our roads and gutters receive lesser compensation than the minimum compensation. They spend a lot of energy to clean, but still they receive less compensation. The inequality in society is based on gender, class, income, region and religion. This inequality is also classified based on 'With Compensation and without compensation. We shall discuss the nature of inequality in this sector later.

Activity:

Discuss on Equal pay Act, 1976 in order to understand the concept of equal pay.

With Pay and Without Pay labour

Labour without pay

If work is done without payment either in cash or kind, then it is called as Labour without pay. Such works are called labour without compensation. Often, labour becomes an activity without any monetary benefit of material benefit. In payless work, the worker cannot be compensated for his work. This work often happens within the family due to love, by status, out of self-motivation or by force. Another example is that of students taking part in the activities of Scouts and Guided or NCC as part of their schooling. Sometimes, students are also assigned to particular work as part of their course work. During this time, the students are paid. ITI and Nursing courses can be considered as examples. Another example

can be that of an artist who engages himself in painting for his own satisfaction.

The family based work is most often found Work without pay category. In family set up, burden of work is more on the part of women. The issue of women working in the family without any compensation is more discussed within the framework of feminism. Since women are bound by work at home, they were discouraged from finding work outside for compensation. This has made women the unpaid workers in the family. Though the women participate in the various works of the family, her contribution goes unrecognized. And now-a-days, it is being said that, the work of women in the family is declared as more important. By declaring so, the women are being restricted to family and family related works only.

Labour with Pay

The labour which gets compensation based on hours, days or months for semi-skilled or skilled work is considered as Labour with Pay. This is called as Wages. The total pay that is given based on the total work is called as Wages. Wages are given based on hours, days, weeks or month.

Labour in small business and road side business, work in factories, work in schools as assistant teachers, building work, vehicle repair garages, agricultural farm works can be grouped under Labour with pay i.e. wages. Though, the compensation is meager, it becomes inevitable for the people to work in this complex social scenario. In most of the cases, the workers would not get the expected wages also.

Compensation is an agreement between the worker and the owner. Sometimes, the compensation can be in the form of materials. In traditional Societies, each person had a customary and hereditary profession. Hence, People were dependent on each other in a given social environment. The money was in least circulation. Harmony and co-existence among various castes was desirable. The barter system was more popular in a Village set up. In most of the cases, the physical labour was compensated with material and food grains. With the increase in usage of money, the Practice of providing monetary compensation for labour also grew.

Labourers from Organized and Unorganized Sectors

Labourers from Organized Sector

The labour sector is divided As Primary, Secondary and Tertiary sectors. Similarly, based on the Securities and facilities available, the labour sector is further divided into Organized and Unorganized Sectors. The sector which is enrolled as per the law of the government, and provided fixed wages, facilities within the framework of law is called Organized Sector. This sector is guided by Minimum wages act, factory act, Special allowances act, provident fund Act and many other acts in support of labourers.

In organized sector, institutions like School, Hospital, industries, government related services, commercial banks, life insurance companies, military and others come. This sector has to take the permission of the government before it begins its function. It is also mandatory for them to pay taxes. It is the responsibility of the institution to pay special facilities and provide employment security for the workers. It is mandatory for them to provide pay on specified dates along with overtime pay whenever the workers have worked more than the stipulated time. This sector is guided by legal modalities. The relationship between Employee and employer is guided by legal provisions.



Labourers in Unorganized Sector

The unorganized sector of work is that sector where legal provisions do not completely govern. In this sector, the relationship between the employer and employee is not guided by any legal provisions. There is no

need for registration. This sector does not follow the legal provisions of the government. There are no tax provisions here. This includes minor transactions. Vehicle repair, selling of goods like vegetables, fish on head; puncture repairers and others belong to this sector. There is no fixed time or duration for this work. Moreover, they work day and night without break. Most of the labourers in this sector earn daily wages.



The minimum wages in this sector usually stays below the mandatory pay fixed by the governments. The labourers won't receive any medical benefit or overtime benefit. They do not get any paid leaves. Labourers like construction workers, loading and unloading workers, brick kiln workers, landless labourers, small and marginal farmers, fisherman, beedi workers, mine workers and many such labourers belong to this sector. The fact that most of the labourers work in unorganized sector denotes the condition of workers in India. In total, 90% of the labourers work in unorganized sector.

The Challenges faced by unorganized Sector workers

Labourers working in unorganized are facing many social and economic problems. They do not have fixed work schedule, fixed pay or defined benefits also. And even they don't get fixed wage also.

Migration

In the book 'Foot Losers', a study of Circular Migration is done. It studies the labour of people working in unorganized sector. It studies the inevitability of the people to migrate from their place living to place working is studied in this. Migration is one of the main features of unorganized sector. Labourers of unorganized sector migrate from one place to another place in search of work. The people who migrate like this have no social security.

Social Security

Unorganized sector workers Face social insecurity. Social Security means having minimum needs to lead a life like housing, health, water, food, drinking water, equal opportunity to work and others. Providing these facilities universally and publically is called as ‘Social Security’. But, this is not available for people working in unorganized sector.

Legal Framework

For workers working in unorganized sector, many legal provisions does not apply at all. For example, these workers do not receive wages as per their work duration. The wages as per the ‘Payment of Gratuity Act 1971’ are not available for these workers. Apart from this, they are also not eligible for Provident fund and other such benefits.

Child Labour

Children work in the unhealthy environment here on many semi-skilled or unskilled works. For example, children work in more numbers in fire crackers production. They work in a dangerous environment and without any guarantee for life. The Capitalism expects more work f<n less pay. Children become victims of this greed. In nutshell, unorganized sector fosters Child Labour.

Physical and Mental Exploitation

Most of the women in unorganized sector work as ‘Domestic helpers’. The rate of physical and mental exploitation of these women has doubled these days. As per the statistics of 2014-15, more than 77% of the women work in unorganized sectors. Women are exploited sexually. Such incidents are being reported on regular basis. Some of the problems faced are discussed above here.

EXERCISES

1. **Fill in the blanks with appropriate answers:**

1. 1. Division of Labour leads to ...

2. Land less labourer are called as ... Labourers.
3. Labourers of medical institutions are called as ... labourers.

2. **Answer the following in a sentence:**

1. What is Division of Labour?
2. What is Labour with payment?
3. What is Labour without payment?
4. What is organized labor sector?
5. What is unorganized labour sector?
6. What are the challenges faced by unorganized sectors workers?

3. **Discuss in group and answer the following:**

1. What are the types of organized labour? Explain.
2. Define discrimination in labour?
3. Explain the challenges faced on Social Security issue by the unorganized sectors.
4. What are the differences between organized and unorganized workers?

4. **Activity:**

1. Make a list of workers who belong to Organized and unorganized sector workers in your locality.

5. **Project:**

1. Make your children to interact with unorganized workers and prepare a report on the same.

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GEOGRAPHY

UNIT – 1: INDIAN POSITION AND EXTENTION

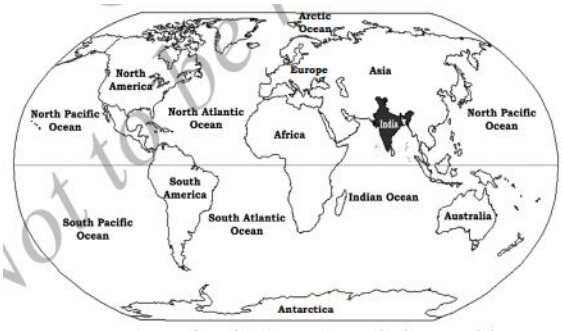
Location and Extent of India

We learn about the following in this chapter

1. Location of India in Asia and the world.
2. Extent and Frontiers of India.
3. Neighbouring countries of India.

Location

Geographically India is located in the Northern Hemisphere and is at the center of the Eastern Hemisphere. It is a peninsula situated in South-East Asia. The mainland of India extends from 80.4' to 370.6' North latitude and from 680.7' to 970.25' East longitude. The Andaman and Nicobar Islands extend further southwards and add to India's latitudinal extent. The Indira Point, the southernmost point is located in the Nicobar Island at 60.45' N. Latitude. The northern tip of India is Indiracol in Jammu and Kashmir



The Tropic of Cancer (23 ½ N.) passes through the middle of the country and 82 ½ E longitude is the central meridian of India. The Indian Standard Time (IST) is based on this longitude.

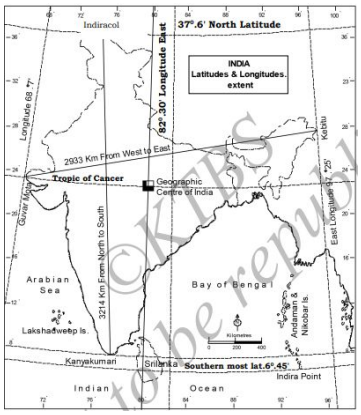
Extent

India is the seventh largest country in the world, after Russia, Canada, China, the USA, Brazil and Australia. It has a total area of 32, 87, 263 Km^2. It accounts for only 2.42% of the world's total area. The east to west extent of India is over 2933 km and from the north to south extent is 3214 km.

Frontiers

India has both land and water frontiers. The land frontiers of the country is about 15,200km. Except in some places India has natural frontiers almost on all side. The Himalayan ranges from a natural frontier in the north between India and China.

The mainland of India has water frontier of about 6100km. The total length of India's coast line including the Andaman and Nicobar Islands as well as Lakshadweep islands, is 7516.5 km. The Arabian Sea in the west, the Indian Ocean in the south and the Bay of Bengal in the east form the water frontiers. They are also natural frontiers.



Neighbouring countries

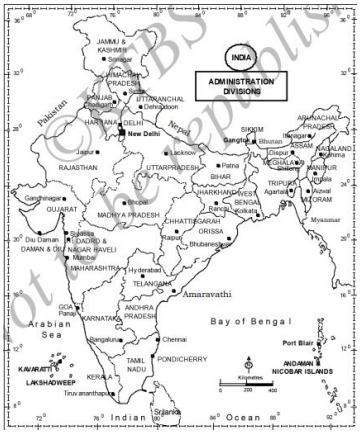
India has 7 neighbouring countries. Pakistan and Afghanistan are to the north-west, Nepal, Bhutan and China are to the north and Bangladesh and Myanmar are to the east. To the south-east is Sri Lanka, which is separated from the mainland of India by the Palk Strait and the Gulf of Mannar.

Do you know?

1. The Radcliff line: The boundary line between India and Pakistan.
2. The Durand line: The boundary line separating India from Afghanistan.
3. The Mc Mahon line: The boundary line between India and China.

Administrative Divisions

India is a Democratic Republic, keeping in views the primacy of regional languages and the administrative exitency India is divided into 29 states and 7 Union Territories which includes the National Capital Territory of Delhi. Telangana is the new state. Among the states Rajasthan is the largest state and Goa is the smallest state.



EXERCISES

1. **Fill in the blanks with suitable answers.**

1. The total area of India is _____ Sq. km.
2. The country to the south - east of India is _____
3. The _____ latitude passes through the middle of India.
4. The newly formed state of India is _____

2. **Discuss in groups and answers the following questions.**

1. Give the latitudinal and longitudinal extent of India.
2. Which is the southernmost point of India?
3. Name India's neighbouring countries situated in North West.
4. Write a short note on the frontiers of India.

3. **Activity:**

1. Draw an outline map of India, mark and name its States, Union Territories and capital cities.

4. **Project work:**

1. Draw an outline map of your state with the help of your teacher, indicates its latitudinal and longitudinal extent. Label the neighbouring states of Karnataka.

UNIT – 2: INDIAN PHYSIOGRAPHY

We learn about the following in this chapter

1. General features of the landforms of India.
2. Physiographic divisions of India.
3. Important features of the physical divisions.

India is a vast country and it has a variety of landforms. They include mountains, plateaus, plains, valleys and coastal plains. These have influence on the rivers system, climate, natural vegetation, land use, agriculture, transport, distribution of population etc.

Physiographic Divisions of India

On the basis of physiography India can be divided into four major divisions. They are:

1. The Northern Mountains.
2. The Northern Great Plains.
3. The Peninsular Plateau.
4. The Coastal Plains and Islands.

1. **The Northern Mountains**

They comprise of the Himalayas which are a group of young fold mountains. They extend as a continuous chain along the northern boundary of India. They are the highest mountain ranges in the world. They have highest peaks, deep valleys and gorges, glaciers, passes etc. In India they extend from the Indus gorge in the west to the Brahmaputra gorge in the east for 2400 kms. The width varies from 240 to 320 kms. They broader in the west and narrower in the east. They covered an area of about. 5 lakh km2. Generally, they have steep slopes towards India (South) and gentle slopes towards Tibet (North).

The Himalayas consists of three parallel ranges: -

1. Greater Himalayas
2. Lesser Himalayas and
3. Siwalik Hills.

ıe Greater Himalayas:

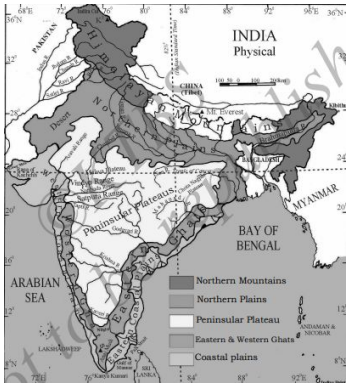
They are the inner most, continuous and highest ranges. The average height of the range is 6100mts. These ranges have many high peaks. Of which Mt. Everest (8848mts) is the highest peak in the world. The other peaks are Kanchenjunga (8559mts), Makalu (8481mts), and Dhaulagiri (8172mts) Manaslu (8156mts) Nandadevi etc. As

The Greater Himalayas are covered with snow throughout the year, these ranges are called ‘Himadri’. They are the home of many glaciers, such as Gangotri and Yamunotri glaciers. There are many passes, such as Burzil, Lozi-la, and Shipkila etc.

The mountains lying to the north west of the Himadri are called Trans- Himalayas. They comprise of Karakoram Range, where the highest peak K2 or Mt. Godwin Austin is located. It is the highest peak in India.

Do you know?

Mt. Everest: Its Nepalese name is ‘Sagarmatha’ meaning ‘The Goddess of the sky’. The Tibetans call it ‘Chomolungma’



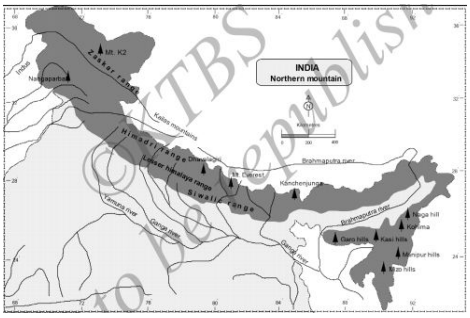
ıe Lesser Himalayas:

These ranges are located to the south of the Greater Himalayas. They are also known as ‘Himachal’. They are 60 to 80 kms wide and 1500 to 4500 mts high. The eastern part is covered with forests. There are many parallel ranges in the lesser Himalayas etc. The Pirpanjal, the Dhaula Dhar, the Naga Tiba, the Mussorie, the Mahabharat and the Darjeeling ranges. They

contain many valleys such as Kashmir valley, Kangra valley, Kulu valley etc. These are also noted for hill stations, such as Shimla, Ranikhet, Mussorie, Nainital and Darjeeling.

ıe Siwalik Hills:

They are the outer most ranges or foot hills located to the south of the main Himalayas. Therefore, they are also known as ‘outer Himalaya’. They are the lowest range of the Himalayas, with a height of 600 to 1500mts and width varying from 15-150 km. they extend from Jammu and Kashmir in the west to Arunachal Pradesh in the east. They have flat-bottom, structured valleys, which are known as ‘Doons’. E.g. Dehradun.



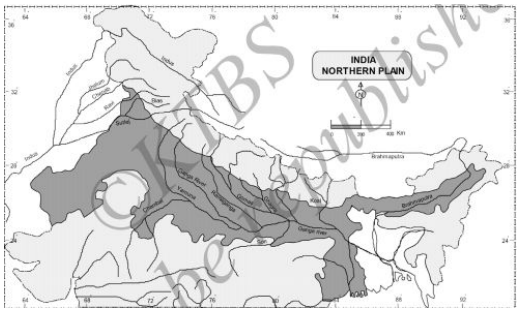
Importance

The Himalayas act as natural frontiers and prevent foreign invasion, they prevent the cold winds from central Asia. They obstruct the rain bearing winds and this causes heavy rainfall. Their slopes have thick forests and are ideal for plantation crops. Eg. Tea in Assam. They are a store house of minerals and the birthplace of many rivers and water falls which are used to generate hydro-electric power.

2. **The northern great plain**

It lies between the Himalayas and the peninsular plateau of India. It is formed by the depositional work of three river systems namely the Sutlej, the Ganga and the Brahmaputra. It is the largest alluvial soil tract in the

world, extending east to west - a length of 2500 kms. Its average width varies from 240 to 340 kms. It covers an area of about 7 lakh km2. The plain is formed from the fertile alluvium deposited by the rivers, flowing from the Himalayas. The plain is very flat and the rocks are not exposed on the surface.



Importance:

The Northern Great plain is very suitable for irrigation and agriculture as it has perennial rivers and vast fertile alluvial soil. Its level land supports a network of roads, railways and means of communication. They are useful for industrialization, urbanization and trade. A number of pilgrim centers are located here.

3. **The Peninsular Plateau**

This is the largest physical divisions of India. It is the oldest landmass. It was being a part of the Gondwanaland. It lies to the south of the Great Plains and occupies about 16 lakh km2. It is roughly triangular in shape and its apex is formed by cape Kanyakumari in the southern extremity.

It is bounded by many hills and plateaus namely the Aravalli, Vindhyas, Satpuras, Western Ghats, Eastern Ghats, Chotanagapur ranges, Deccan plateau, Malawa plateau etc.

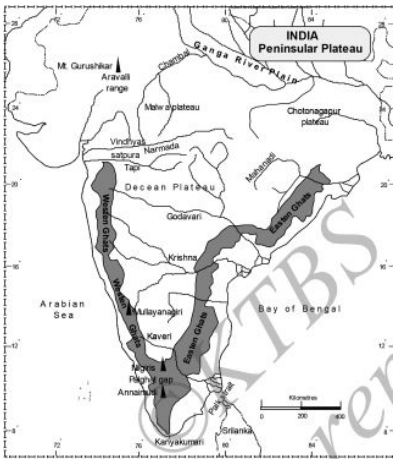
The Aravalli range, the oldest fold mountain, lies to the north - west. Guru Shikhar (1772mts) is the highest peak on the Abu hills of the Aravalli

range. The Vindhyan range flanks the Northern edge of the Narmada Valley. The Satpura range runs in an east - west direction south of the Vindhyas, in between the Narmada and the Tapi Rivers.

The Western Ghats are a continuous range running parallel to the west coast of India from the Tapi valley to Kanyakumari. They are also known as the Sahyadri's. They are very steep on the western side and gentle on the eastern side. Borghat, Talghat and Palghat are important passes across the Western Ghats. South of the Palghat gap the Western Ghats continue as the Anaimalai, the Palani and the Cardamom (Elaimalai) hills. 'Anamudi' (2L95 m) in the Anaimalai hills, is the highest peak in South India.

The Eastern Ghats run almost parallel to the east coast of India. They extend from the Mahanadi Valley in the north, towards the Niligiri hills in the south where they join the Western Ghats. They are lower than the Western Ghats and are not continuous. The highest peak in the Eastern Ghats is 'Armakonda'.

The Deccan plateau is bounded by Satpura and the Vindhyas in the north-west. The Western Ghats in the west and Eastern Ghats in the east, the Mahadev and the Maikal ranges in the north. The Chotanagapur plateau lies in the north - eastern part of the peninsular.



Do you know?

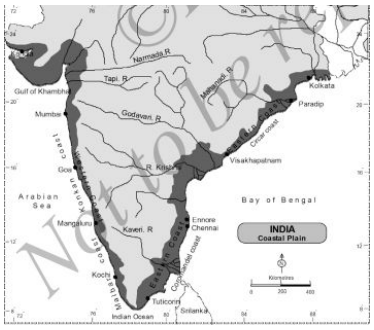
1. **The Satpura: ‘Sat’ in Sanskrit means ‘seven’ and ‘pur’ means mountains.**
2. **The Bhabar: A narrow belt running in east-west direction along the foot of Siwaliks.**
3. **The Thar Desert: A desert of India, situated in north-western part.**

Importance:

Peninsular plateau is rich in minerals, thick forests and bio-diversity. It has influence on south-west monsoons, and it is covered with black soil which is useful for agriculture. The Western Ghats are the birth place of many south Indian rivers, which are useful for the generation of hydro-electricity. It is also well known for hill stations such as ooty.

4. **The Coastal Plains**

The plateau of peninsular India is fringed by coastal plains on either side. It extends from the Rann of Kutch in the west to the delta of the Ganga in the east. The coastal plain can be divided into two Parts-the Western Coastal Plain and the Eastern Coastal Plain.



1. **The Western Coastal Plain:**

It lies between the Western Ghats and the Arabian Sea. It extends from the Rann of Kutch to Kanyakumari. It is narrow, steep and rocky. It can be divided into 3 parts;

a. The Konkan coast which lies to the south of the Gujarat plain, extends from Daman to Goa.

b. The Karnataka coast which extends from Goa to Mangalore and

c. The Malabar Coast, which extends from Mangalore to Kanyakumari.

2. The Eastern Coastal Plain:

This extend from the north of river Subarnarekha to Kanyakumari. It lies between the Eastern Ghats and the Bay of Bengal. It is broader than the western coastal plain. Many rivers of south India flow across the plain and they have formed deltas. I.e. the Mahanadi, the Godavari, the Krishna and the Kaveri.

Traditionally the eastern coastal plain is divided into two Parts-the Northern Circar which lies to the north of river Krishna and the southern part which is called Coramandal coast. Some lagoons are formed in this coastal plain, such as Lake Chilka, lake Pulicat and Lake Kolleru.

Importance:

The Coastal plains of India provide some natural harbours which help in carrying on foreign trade. They ax Kandla, Mumbai, Marmagoa, Kochi, Vishakhapatnam, Kolkata etc. The coastal plain are useful for fishing, shipbuilding, agriculture and production of salt. Many beaches are found along the coast and they attract tourists. The backwaters are useful for navigation.

Islands of India:

There are about 247 islands in India. Of these, 204 are in the Bay of Bengal and 43 are in the Arabian Sea. The Andaman and Nicobar Islands are in the Bay of Bengal. The Lakshadweep islands are in the Arabian Sea and are formed by corals.

EXERCISES

1. **Fill in the blanks with suitable answers.**
 1. The Greater Himalayas are also known as _____
 2. The lesser Himalaya are also known as _____
 3. In south India _____ is the highest peak.
 4. The Eastern Ghats meet the Western Ghats in the _____ hills.
 5. The Northern Great plain is made up of _____ soil.

2. **Discuss in groups and answer the following questions.**
 1. Which are the main physiographic divisions of India?
 2. State how the Northern Great Plains were formed?
 3. Write briefly about the Siwalik Hills.
 4. Distinguish between the Eastern Ghats and the Western Ghats.
 5. State the importance of the Northern Mountains.

3. **Activities:**
 1. Draw the outline map of India and show the major physical divisions of India.
 2. Draw the outline map of India and mark the important hill stations.

4. **Projects:**
 1. Mark and name the coastal states in the map of India.
 2. Collect the pictures of famous beaches of India.

UNIT – 3: INDIAN CLIMATE

We learn about the following in this chapter

1. Climatic type of India and the factors affecting it.
2. Climatic seasons and their characteristics.
3. Distribution of rainfall in India.

Climate Type:

India has ‘Tropical Monsoon’ type of climate. This is because a greater part of India lies in the tropical zone and its climate is greater influenced by the monsoon winds.

You know this.

The word ‘Monsoon’ is derived from an Arabic word ‘Mausim’. It means seasons.

The main factors which influence the climate of India are location, water bodies, relief features and monsoon winds. So, the climate of India varies from one legion to another and from season to season.

Climatic Seasons:

The climate of India according to the meteorological department of India can be divided into 4 seasons.

1. The Winter Season (December to February)
2. The Summer Season (March to May)
3. The Rainy Season (June to Mid-September)
4. The Retreating Monsoon Season (Mid-September to November)

1. **The Winter Season:**

During this season the rays of the Sun fall vertically over the Southern Hemisphere, India gets oblique rays of the Sun. Hence the temperature and humidity are low and the sky is clear. It is cool in the north and warm in the south. January is the coldest month. The hilly areas of Kashmir and Himachal Pradesh record the lowest temperature. The Dras near Kargil has recorded the lowest temperature (-40C). Dew and fogs are common. There is heavy snow fall in the mountain areas. India gets only 2% of its annual rainfall during winter.

2. **The Summer Season:**

During this season the Sun's rays fall vertically over the Northern Hemisphere. Hence the temperature is high in India. It is hot, dry and sultry. The highest recorded temperature is 49.40C at Ganganagar in Rajasthan. Convectional rain occurs locally in some parts of the country. It is known as 'Andhis' in Uttar Pradesh, 'Kalabaisakhis' in the West Bengal. 'Mango showers' in Kerala as it help the mango crop and coffee blossom in Karnataka as it is beneficia1 to the coffee crop. India receives only 10% of its annual rainfall during summer.

3. **The Rainy Season:**

It is also known as "the South West Monsoon" season. Since the temperature rises by the end of summer season, a low pressure area is developed over central India. On the other hand, there is high pressure over the Indian Ocean. Hence the moisture laden winds blow from the south-west towards India. They bring rainfall to different parts of the country. About 75% of the rainfall causes during this season.

There are two branches of the South- West Monsoons: the Arabian Sea branch and the Bay of Bengal branch. The Arabian Sea branch strikes the Western Ghats and causes heavy rainfall to the western side of the Western Ghats. The rain fall decreases towards the eastern slopes of Western Ghats, as it lies in the 'rain- shadow area'.

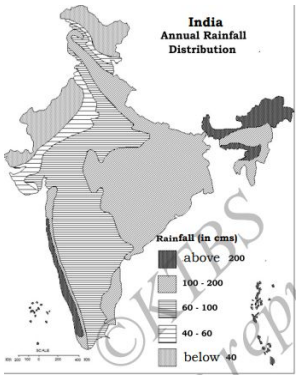
The Bay of Bengal branch causes heavy rainfall, when it strikes against the hills of Meghalaya and Assam. The heaviest rainfall occurs at 'Mawsynram' in Meghalaya. The rainfall decreases towards the North West.

4. **The Retreating Monsoon Season:**

In early October due to decrease of temperature low pressure area is gradually replaced by high pressure over the land mass. A low pressure area is developed over the Bay of Bengal. As a result the south west monsoon starts to retreating and it blowing from north - East. Hence this season is also known as 'North-East Monsoon Season'. It is a season of unsettled weather conditions. India receives only 13% of its annual rainfall during this season. The coast of Tamil Nadu, Andhra Pradesh and Odisha get rainfall during this season. Tropical cyclones frequently occur in the Bay of Bengal during this season and cause some damage along east coast.

Distribution of Rainfall:

On the basis of the amount of rainfall India can be divided into 3 broad zones.



1. **Areas with low rainfall (Less than 50cm):**

It includes Western Kutch, the Thar Desert of Rajasthan and its adjoining areas like western Punjab, Haryana and Gujarat, north of Zaskar range and the rain shadow area of the Western Ghats. Ruyly in Jaisalmer of

Rajasthan receives least amount of rainfall (8.3 cm) and is the driest place in India.

2. **Areas with medium rainfall (50-100 cms):**

It is a long belt extending from Northern Punjab to cape of Kanyakumari. It is broader in the north and narrower in Peninsular India between the Western Ghats and the Eastern Ghats.

3. **Areas with heavy rainfall (100-250 cm):**

It is found in 4 separate belts -

elt in Western Ghats,

ı Jammu hills through Himachal Pradesh, Northern Uttar Pradesh, Bihar and
ıl,

rn India, Mawsynram located in this zone gets the heaviest rainfall.

and the Western side of Western Ghats etc.

EXERCISES

1. **Fill in the blanks with suitable answers.**

1. India has _____ type of climate.
2. In India _____ is receives the highest rainfall.
3. In India _____ has recorded the lowest temperature.
4. The coldest month of India is _____

2. **Answer the following after discussing them in groups.**

1. Which factors influence the climate of India?
2. Which are the important seasons of India?

3. Explain the process of the south-west monsoons.
4. Explain the weather condition in the summer season.
5. Mention the areas with low rainfall in India.

3. **Activity:**

1. Draw an outline map of India and mark the distribution of rain fall.

4. **Project Work:**

1. Draw two outline maps of India and show the south-west and Northeast Monsoon winds.

UNIT-4: INDIAN SOILS

We learn about the following in this chapter

1. Meaning and importance of soils in India.
2. Types of soils and their distribution.
3. Soil erosion, causes and effects. Soil conservation.

Meaning and Importance:

Soil is the thin surface layer of the earth comprising of closely intermixed mineral and organic substances. It is a very important natural resources of India, because agriculture is the main occupation of the people. Agricultural production is basically dependent on the fertility of the soil.

Soil formation of India is mainly related to the parent rock, relief, climate and natural vegetation. So there is a wide variety of soils in India.

Types of Soils:

Soils of India can be classified into six main types:

1. Alluvial soil,
2. Black soil.
3. Red soil.
4. Laterite soil.
5. Desert soil and
6. Mountain soil.

1. **Alluvial soil:**

The soil that are composed of alluvium are called alluvial soil. They are formed from the sediments deposited by the rivers as in the Indo-Gangetic plain and by the sea waves in coastal plain. Alluvial soil the very extensive and very important in India. They contribute greatly to the development of agriculture in the country. They cover an area of about 15 lakh km2. The main crops grown on this type of soils are wheat, paddy, sugarcane, cotton, jute, potato, and vegetables.

Do you know?

1. The fine and newer alluvium is called ‘Khadar’.
2. The coarse gravel and older alluvium is called ‘Bhangar’.
3. Both types of soils are found in Indo-Gangetic plain and called by regional language.

2. **Black soils:**

This soil is also known as ‘Regur’ and black cotton soil as they are best suited for cotton cultivation. They are derived from the basalt rock. So they are dark grey to black in colour, with high clay content. They are highly retentive of moisture and extremely compact. They are best suited for the cultivation of cotton, sugarcane, jowar, maize, pulses, wheat, and chilies.

Black soils are largely found in the Deccan basalt trap region including Maharashtra, Madhya Pradesh, Parts of Telangana, Northern part of Karnataka, parts of Gujarat and Tamil Nadu. They occupy about 5.46 lakh km2 in India.

3. **Red soils:**

They are formed from the weathering of granite, gneiss and other crystalline rocks. The colour of these soils generally red or reddish brown. They are sandier and less clayey. So, they do not retain moisture. They cover a vast area of about 5.2 lakh km2. These soils are spread extensively in Tamil Nadu. They are also found in Southern Karnataka. Parts of Maharashtra, Madhya Pradesh, Odisha, Kerala, Goa, Bihar, Uttar Pradesh, Assam, Manipur, Nagaland, West Bengal etc.

Red soils are ideal for the cultivation of ragi, millets, groundnuts, tobacco and potato. A variety of crops can grow in these soils if there are irrigation facilities.

4. **Laterite Soils:**

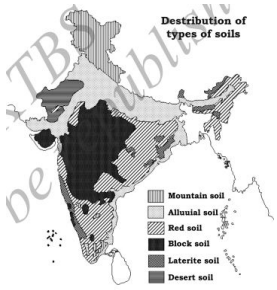
These soils are formed in tropical areas under the conditions of high temperature and rainfall. These soils are cover an area of 2.48 lakh km2. They are mainly found in the uplands of Western Ghats, Eastern Ghats, the Chotanagapur plateau, Meghalaya plateau, the Rajmahal hills, Vindhyas and Satpuras. They are leached soils, not fertile and are of limited use for agriculture. Crops like cashew, rubber, tea, coffee and paddy can be grown in this soils.

5. **Desert Soils:**

These soils are formed under desert and semi desert, conditions. They are largely found and in the north-western part of India. I.e. A major parts of Rajasthan, southern Haryana, Punjab and the northern part of Gujarat. They are fairly friable, have a high content of soluble salt. They are sandy and low in moisture and humus. These are not suitable for the cultivation of many crops. Some crops can be grown where irrigation facilities are available. They occupy about 1.42 lakh km2.

6. **Mountain Soils:**

These soils are mainly found on the slopes of mountains and hills covered by forests. They are mostly formed due to the decomposition of organic matter. Hence they are rich in humus and are fertile. They are useful for plantation crops. E.g. Tea, coffee and fruits. They are largely found in Jammu and Kashmir, Himachal Pradesh, Manipur states and along the Western Ghats. These soils cover an area of 2.85 lakh km2.



Soil Erosion

Soil erosion refers to the removal of top soil by natural agents. The rivers, glaciers, winds, sea waves etc. remove the top layer of fertile soil and deplete the fertility of the soil. Soil erosion is one of the important problems in India.

Causes of soil erosion:

The main causes of soil erosion are:

a. Deforestation,

b. Overgrazing,

c. Shifting cultivation,

d. Faulty methods of cultivation,

e. Use of top soil for making bricks, tiles etc.

Effects of soil erosion:

The important effects of soil erosion are:

a. Loss of soil fertility and fall in agricultural productivity.

b. It leads to silting and floods, change of the course of rivers, and reduction of capacity of the reservoirs.

c. Ground water level is lowered and there is decrease in soil moisture.

d. Vegetation covers dries up and drought increase.

e. Economy as a whole suffers a great set back.

Conservation of soil:

Protection of soil from erosion and preservation of fertility of the soil is called ‘soil conservation’. Several measures are adopted for conserving soil. They are:

a. Afforestation and reforestation.

b. Controlled over grazing.

c. Contour farming.

d. Construction of check dams.

e. Contour bonding.

f. Gully control and bench terracing.

There is an urgent need to conserve soil under the five year plans much importance given for this aspect.

EXERCISES

1. **Fill in the blanks with suitable answers.**

1. The soils that are formed from the sediments deposited by the rivers is called _____ soils.
2. The Black soils are also known as _____ and _____ soils.
3. Under the conditions of high temperature and rainfall _____ soils are formed in tropical areas.
4. Mountain soils are suitable for _____ crops.

2. **Answer the following after discussing them in groups.**

1. Which are the major types- of soils in India?
2. Explain the distribution of Black soil in India.
3. What are the characteristics of Red soils?
4. What is soil erosion and soil conservation?
5. Mention the main causes of soil erosion.
6. What are the major effects of soil erosion?

3. **Activity:**

1. On the outline map of India show the distribution of major soil types.

4. **Project work:**

1. Visit the nearby office of the Department of Agriculture and with the help of the teacher list out the different types of soils found in your taluk.

UNIT-5: INDIAN FOREST RESOURCES

We learn about the following in this chapter

1. Meaning and importance of forest resources.
2. Types and distribution of forest in India.
3. Conservation of forests.
4. Wildlife Sanctuaries and National parks in India...
5. Biosphere reserves of India.

Meaning and Importance of Forests

A large area of land covered with trees and undergrowth is called forests. It is generally extensive and commercial value. It consists of either natural or planted vegetation.

Forests constitute one of the natural resources of India. Directly, they provide a large variety of woods which are used as fuel, timber and industrial raw materials. Forests provide fodder for livestock and employment opportunities for the people.

Indirectly forests preserve the physical features, check soil erosion, control floods and regulate the flow of rivers. Forest prevent desertification, help to improve soil fertility, make the climate equable and help to maintain ecological balance. They provide shelter to wildlife.

Types of Forest

In India, the types of forest depends on climate, soil and relief. But climate is the most important factor. India is a vast country and it has a great variety of forests. They can be classified into 6 main types:

1. The Tropical evergreen forests.
2. The tropical deciduous forests.
3. Scrub forests and grass land.
4. Desert vegetation.
5. Mountain forests.
6. Mangrove forests.

1. **The Tropical Evergreen Forests:**

These forests are found in areas of heavy annual rainfall exceeding 250 cm. They are found mainly on the western slopes of the Western Ghats and hills of north eastern states of Assam, Nagaland, Meghalaya, Tripura, Manipur and Andaman - Nicobar Islands.

These forests are dense and the trees grow to a great height. The trees and plants do not shed their leaves during the year at the same time. Hence they are evergreen. The important trees are Teak, Rosewood, Ebony, Mahogany, Gurjan and Champa.

2. **The Tropical Deciduous Forests:**

These forests are found in areas with an annual rainfall of 100-200 cm. They have occupied a wide area largely on the eastern slopes of the Western Ghats including Maharashtra, Karnataka, Kerala and Tamil Nadu, Chotanagapur plateau, foot hills of the Himalayas, parts of Odisha and West Bengal.

The trees in these forests shed their leaves during spring and early summer. Hence they are also known as ‘Monsoon Forests’. The important trees are Teak, Sal, Sandalwood, Kusum, Kanju, Myrobalan, Siris, Mango, Neem, Tamarind etc.

3. **Scrub Forests and Grassland:**

These are found in areas having 60 to100 cm of rainfall. The scrub with short coarse grass, thorny trees and bushes are found scattered in Kutch and the fringes of the Thar Desert. Grasslands are mainly found in eastern Rajasthan, Punjab, parts of the Western Ghats and the Cardamom hills.

4. **Desert Vegetation:**

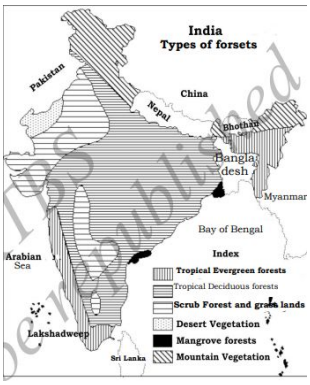
These are found in areas with annual rainfall of 10-50 cms, i.e., the Thar Desert including parts of Punjab, Haryana, Rajasthan and Deccan plateau. On account of scanty, rainfall vegetation consists of scattered trees and thorny bushes. Jhand, Khair, Kolko, Babul, Cacti and Khejra trees are found here.

5. **Mountain Forests:**

The trees and plants which grow on the slopes of the mountain are called ‘mountain forests’. In India, they occur in the Himalayas and to a small extent in the Niligiri hills. The plants and trees are vary with increasing altitude. The important trees are Oak, Chestnut, Ash, Beech, Pine, Cedar, Spruce, Fir, Deodar and Walnut.

6. **Mangrove Forests:**

These forests are found in wet marshy areas, in river deltas and along the sea coast washed by tides. They are mainly found in the deltas of rivers on the eastern coast and in pockets on the western coast of India. The important trees are Rhizophora, Canes, Screw pipe, Palms, Sundari etc. The tree trunks are supported by a number of stilt-like roots which are submerged under water.



Do you know?

The Sundari tree is extensively found in Ganga delta. Hence this delta is known as ‘Sundarbans’

Distribution of Forests

The total forest area of India was about 7.74 lakh km^2. It accounted for about 23.6% of the total geographical area of the country. This is much below the 33.3%. Recommended by the National Forest Policy Resolution of 1952. Even it is below the world’s average. (29.5%).

Forests in India are not evenly distributed. Nearly 60% of the forest area of the country is in the Himalayas and peninsular hills and 20% is in the northern plains. Among the states Madhya Pradesh has the largest area under forests and Goa has the least in India.

Conservation of Forests.

Forests play an important role in the National economy of India. Unfortunately, the area under forests has been declining in recent years. The expansion of agricultural land, construction of roads and railway, irrigation projects, industrialization, urbanization, over grazing, forest fires etc. are the main causes for the destruction for forests. Hence the conservation of forests for the future generation is very essential.

The prevention of destruction, over - exploitation of forests and its management is called ‘conservation of forests’.

Measures for the conservation of forests in India

1. Control of deforestation,
2. Restriction on grazing,
3. Control of forest fires,
4. Prevention of encroachment on forests,
5. Control of forest insects and diseases,
6. Controlling illegal cutting of trees,
7. Scientific cutting of trees,
8. Legislation to check deforestation.
9. Encourage afforestation.
10. Creating of awareness among the people about the importance of forests.

Wild Life Sanctuaries and National Parks

Wild life sanctuary (WLS) refers to a place meant for providing protection to wild life. It is an area where killing or capturing of any species of animals is prohibited except under orders of the competent authority. There are about 523 wild life sanctuaries in India. The important WLS are as follows- Annamalai and Madumalai (Tamil Nadu) Dandeli, Bhadra, Talakaveri, B.R. Hills (Karnataka) Periyar (Kerala), Nagarjunasagar (Telangana), Bharathpur and Rathambor (Rajasthan) Manas (Assam), Jaldapara (West Bengal) etc.

National Parks

An extensive area which is specially protected to preserve its natural beauty, wild life and forests for public recreation and scientific interests is called ‘National park’. Forestry, grazing or agricultural activities are not allowed here. There are 99 National Parks. In India.

Do you know?

1. The First National Park in the world: Yellowstone, USA (1872)

2. The first National Park in India: Jincorbett, Uttarkhand, (1936)

Some important National Parks of India are Kaziranga (Assam), Sundarban (West Bengal), Corbett (Uttarkhand), Gir (Gujarat), Kanha (M.P), Bandipur, Banerghatta and Nagara Hole (Karnataka), Sariska (Rajasthan), Dhudhawa (Uttar Pradesh, Todoba (Maharashtra) etc.

Biosphere Reserve

The Biosphere reserves are a special category of protected area of land or coastal environments. Here people are an integral component of the system. Tie main objectives of Biosphere reserves are conservation, research, education and local involvement.

Do you know?

1. Biosphere reserve was launched by the UNESCO in 1971, under its Man and Biosphere programe (MAB).

2. In India, the first Biosphere reserve came into existence in 1986, at Nilgiri hills.

In India, there are 18 Biosphere Reserves have been identified. They are - Niligiri, Nandadevi, Nokrek, Manas, Great Nicobar, Gulf of Mannar, Sundarban, Similipal, Kanchenjunga, Pachmari, Agasthyamalai, Dibru Saikhowa, Dihang, Dibang etc.

EXERCISES

1. **Fill in the blanks with suitable answers.**

1. The _____ forests do not shed their leaves all same time in the year.

2. Monsoon forests are also known as _____

3. The Himalayas have _____ type of forests.
4. The _____ forests are mainly found in the deltas of rivers.
5. The Nagarjuna sagar wild life sanctuary is in _____ state.

2. **Answer the following questions after discussing them in groups.**

1. What is meant by forests?
2. Name the area where desert vegetation is found in India?
3. Mention any four measures for the conservation of forests?
4. What is meant by wild life sanctuaries?
5. Name the National parks of Karnataka.
6. Mention the main objectives of Biosphere reserves.

3. **Activity:**

1. Identify and list out the important trees, plants and animal's species- are found in your locality.

4. **Project Work:**

1. Prepare an album with photographs of wild animals found in wild life sanctuaries of India.
2. Draw an outline map of India locate and name the Biosphere Reserves of India.

UNIT – 6: INDIAN WATER RESOURCES

We learn about the following in this chapter

1. Importance of water resources.
2. Major Rivers of India.
3. Irrigation-meaning and its need.
4. Types of Irrigation and their distribution.
5. Multipurpose River Valley Projects.

Importance:

Water is one of the most precious natural resources. Without water it is impossible to sustain life. Human beings need it for drinking, cooking, washing, agriculture, generation of hydro-electricity, industries, navigation, fishing etc.

India is endowed with substantial water resources. It has many rivers and gets sufficient rainfall and has extensive surface water resource. It also has vast reserves of ground water.

Water resource can be divided into surface water and ground water resources. The surface water resources are rainfall, rivers, lakes, tanks and springs. India has extensive surface water resources.

Major Rivers of India

India has many fiver systems. They are the natural resources of the country. The rivers are useful for irrigation, generation of hydel power, inland water ways, fishing etc.

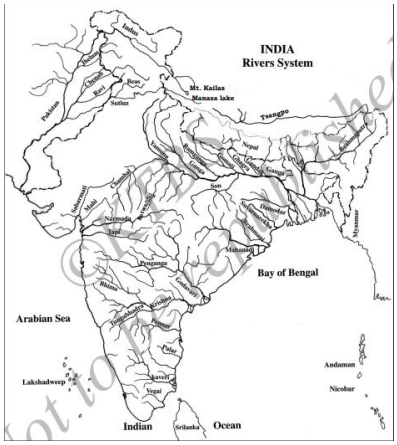
The river systems of India can be divided into two groups:

1. The rivers of North India and
2. The rivers of Peninsular India.

1. **The Rivers of North India:**

They are also known as ‘the Himalayan Rivers’. The important rivers of North India are the Indus, the Ganges and the Brahmaputra.

The River Indus or Sindhu rises near Mt. Kailash (Tibet). Initially it flows north-westwards, then it flows towards the south-west and enters Pakistan. Finally, it joins the Arabian Sea near Karachi. The total length of the river Indus is 2897 kms of which 709 kms lies in India. But the major part of its course in Pakistan. It receives many tributaries such as Jhelum, Chenab, Beas, Ravi and Sutluj.



The Ganga River is the largest river of India. Its total length is 2525km. It rises in the Gangotri glacier. It flows towards the south and south-east, then enters Bangladesh where it joins the Brahmaputra. After it joins the Brahmaputra it continues as Padma and finally flows into the Bay of Bengal. Its major tributaries are Yamuna, Ghaghara, Gandak, Ramaganga, Gomati, Sarada, Son and kosi. Of these Yamuna is the longest tributary.

The Brahmaputra rises near Lake Manasa sarovar (Tibet) and flows towards the east. It enters India through a narrow gorge in Arunachal Pradesh. Then it flows to the west and turns to the south in Bangladesh. Where it joins the Ganga. Its length is 2589kms.

Do you know?

The river Brahmaputra is known as Tsang-Po in Tibet and Jamuna in Bangladesh. It forms the world's largest river Majuli.

2. **The Rivers of south India:**

Many rivers flow across south India. They are also known as 'Peninsular Rivers'. Most of them rises in the Western Ghats. The important rivers of south India are Mahanadi, Godavari, Krishna, Kaveri, Narmada, Tapi and their tributaries. These can be grouped into east flowing and west flowing rivers.

a. **The East flowing rivers**

The Mahanadi rises 'Sihawa' range, flows towards the east (851km) and joins the Bay of Bengal. The Godavari is the largest river in South India. It rises in Triambaka', flows towards the east (1465km) and joins the Bay of Bengal. River Krishna rises near Mahabaleswara then it flows towards the south-east (1400 km) and joins the Bay of Bengal. Its main tributaries are Bhima, Tungabhadra, Koyna, Ghataprabha and Malaprabha. River Kaveri rises at Talakaveri (Kodagu) flows towards the east and joins the Bay of Bengal. The Hemavathi, Simsha, Kapila, Arkavathi, Lakshmanathirtha, Suvarnavathi and Bhavani are the main tributaries of Kaveri.

b. **The West flowing rivers**

The Narmada and Tapi are the important west flowing rivers of south India. River Narmada rises in Amarakantak hills and flows westward (1312km) through a narrow gorge called 'Marble Gorge' and joins the Arabian Sea. The Tapi rises near 'Multai', flows westward (724km) and joins the Arabian Sea. Many other west flowing rivers are short and swift. Important among them are Sabarmati, Mondovi, Zuari, Bedti, Sharavathi, Kali, Netravathi and the Periyar.

IRRIGATION

Meaning:

The artificial supply of water for the purpose of agriculture is called irrigation. It refers to the supply of water to agricultural land from rivers, reservoirs, tanks or from underground sources.

The Need of Irrigation:

India is an agricultural country. Therefore it needs a regular and sufficient supply of water. Agriculture in India depends mainly on monsoon rainfall. It is seasonal, uncertain and unevenly distributed. There are certain crops which require a larger and regular water supply, such as Rice, Sugarcane etc., besides to increase the yield and production of crops required regular supply of water. This can be provided only by irrigation which is very essential in India.

Types of Irrigations

The important types of irrigations in India are wells, canals and tanks. Recently other types of irrigations such as sprinkler and drip irrigation have been introduced.

1. **Well Irrigation:**

It is the most important type of irrigation in India. Nearly 60.7% of the total irrigated area is from well irrigation. Well irrigation is possible even in areas of low rainfall, it is cheap and easy to dig wells and they do not required superior technology. It is easy even for small farmers to dig wells.

Well irrigation is largely practiced in the Ganga plains including Punjab, Haryana, Uttar Pradesh, Bihar and West Bengal. In South India well irrigation is widely practiced in Tamil Nadu, Andhra Pradesh, Karnataka and Odisha.

Wells are of two types, namely open wells and tube wells. Tube well irrigation has become wide spread in India.

2. **Canal Irrigation:**

It has occupies the second place after well irrigation and accounts for about 27% of the total irrigated area. India has one of the world's largest canal systems. The Government is responsible for the construction and maintenance of canals.

There are two types of canals - inundation canals and perennial canals. In inundation canals, water is drawn directly from the river without building dam. In perennial canals, dams are constructed across the rivers and water is stored in the reservoirs and used for agriculture through canals.

Canal irrigation is extensive in Uttar Pradesh, Punjab, Bihar, Madhya Pradesh, Rajasthan, Haryana, Andhra Pradesh, and Gujarat, Tamil Nadu, Odisha, West Bengal and Karnataka states.

Do you know this?

India has the largest area under irrigation in the world and China ranks second.

3. **Tank Irrigation:**

A tank is a natural or man-made hollow on the earth's surface into which rain-water is collected. This water' is used for irrigations. Most of the tanks are non-perennial. In recent years the area under tank irrigation has been decreased. Now only 3% of the total irrigated area is under tank irrigation in India. It is mainly found in Tamil Nadu, Andhra Pradesh, Maharashtra, Karnataka, Odisha, Madhya Pradesh, Rajasthan and Uttar Pradesh.

Multipurpose River Valley Projects.

The river valley projects which provide multiple benefits are called "Multipurpose river valley projects." The main aims of these projects are:-

1. to provide water for irrigation,
2. to control the floods,
3. to generate hydro-electricity,

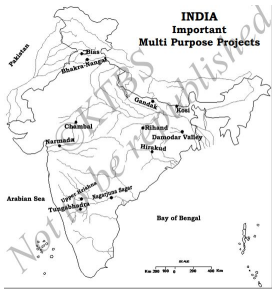
4. to prevent soil erosion,
5. to develop inland waterways and fishing,
6. To provide recreation facilities.
7. to provide water for domestic purposes and industries,
8. to reclaim land for agriculture,
9. afforestation etc.,

Major Multipurpose Projects

1. Damodar Valley Project:

This is the first multipurpose river valley project of the country. It has been designed on the lines of Tennessee Valley Authority (TVA) in USA. River Damodar was called ‘Sorrow of Bengal’, because it was causing devastating floods during the rainy seasons and damaged crops and human settlements. So main aims of the project are to control of floods, to provide irrigation, navigation, generation of hydroelectricity, afforestation, control of soil erosion, promotion of mining, industries and inland fishing.

This project has been jointly undertaken by the Government of Bihar and West Bengal, across river Damodar and its tributaries. This project comprises of 4 dams at Tilaiya, Konar, Maithon and Panchet hill, a barrage Durgapura and 3 thermal power stations, at Bokaro, Durgapur and Chandrapura.



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2. Bhakra-Nangal Project:

It is a joint venture of the states of Punjab, Haryana and Rajasthan. This project comprises of two dams at Bhakra and Nangal across the river Sutluj (Himachal Pradesh) and four power houses. Flood control, irrigation facilities generation of hydro- electricity, prevention of soil erosion and promotion afforestation are the main objectives of the project.

Bhakra dam is 226 meters high and it is a highest gravity dam in India. The reservoir created by the dam is called “Gobind Sagar”.

3. Hirakud Project:

It is the most important multipurpose project of Odisha. This project comprises of the construction of three dams on river Mahanadi at Hirakud, Tikarapara and Naraj. It also has two hydel power stations. Hirakud is the^ longest dam in India. The main aims of the project are flood control, provision of irrigation facilities and generation of hydro-electricity. It also provides transport by inland water ways, fishing and afforestation.

4. Tungabhadra Project:

It is a joint venture of Karnataka and Andhra Pradesh. The main aims of the project are to provide irrigation, generation of hydel power and inland fisheries. It comprises a dam and three hydel power houses. A dam has been constructed across river Tungabhadra, a tributary of Krishna, at Mallapuram near Hosapete in Ballari district of Karnataka. The reservoir created by this dam is called “Pampa Sagara”.

5. Upper Krishna Project:

It is the biggest multipurpose river valley project in North Karnataka across river Krishna. It comprises of two dams namely Alamitti and Narayanpura and a hydel power house. The main aims of the project are to provide irrigation, drinking water and to generate hydro-electricity.

The Almatti dam is constructed near Almatti village in Basavana Bagewadi taluk and the Narayanpura dam is located near Siddapur village in Muddebihal taluk of Vijayapura district. Bagalkot, Vijayapura, Kalburgi, Yadgir and parts of Belagavi districts benefit from this project.

6. **The Kosi Project:**

It is an international project and a joint venture of India and Nepal. A dam is built across river Kosi near Hanuman Nagar in Nepal. The main objectives of this project are irrigation, flood control, hydel power generation and fishing. The project has been executed by India but the benefits are shared both by India and Nepal.

7. **The Rihand Valley Project:**

This is the most important multipurpose river valley project of Uttar Pradesh, built across Rihand River (a tributary of the Son). Flood control, prevention of soil erosion, inland fishing, provides irrigation and power generation are the main aims of the project. The reservoir created by this dam is called “Gobind Ballabh Pant Sagar”.

8. **The Nagarjuna Sagar Project:**

It is built across river Krishna near Nagarjunakonda in Telangana. Irrigation and power generation are the main aims of the project.

Do you know?

River Kosi was called the ‘Sorrow of Bihar’. River Mahanadi was called the ‘Sorrow of Odisha’.

The right bank canal of Nagarjuna Sagar project is called ‘Jawahar canal’ and left bank canal is called ‘Lal Bahadur Canal’

EXERCISES

1. **Fill in the blanks with suitable answers.**

1. River Indus rises near _____
2. The longest river in South India is _____
3. Hirakud project is built across _____ River.
4. Is the longest tributary of the Ganga is _____

5. The Kosi project is a joint venture of _____ and _____

2. **Discuss in groups and answer the following questions.**

1. Explain the Brahmaputra river system?
2. What is irrigation? Mention its main types in India?
3. Why is irrigation important in India?
4. What is Multi-Purpose River Valley Project?
5. 5. Write a note on Almatti River Valley Project.
6. Explain the importance and distribution of well irrigation

3. **Match the following projects in 'A' with states 'B'**

A	**B**
a. Nagarjuna Sagar	1. Karnataka
b. Bhakra-Nangal	2. Himachal Pradesh
c. Hirakud	3. Telangana
d. Tungabhadra	4. Odisha

4. **Activities:**

1. 1. Visit an irrigation project site near your place.

2. List out the multipurpose river valley projects in India.

5. **Project Work:**

1. Draw an outline map of India and show the major irrigation projects with the help of your teacher.

UNIT – 7: INDIAN LAND RESOURCES

We learn about the following in this chapter

1. Land use pattern of India.
2. Agriculture in India and its importance.
3. Types of Agriculture in India.
4. Crop season and cropping pattern.
5. Major crops of India.
6. Role of Horticulture and Floriculture.

Land Use Pattern of India

Meaning:

The distribution of land for different uses such as forestry, cultivation, pastures etc is called ‘Land use’ or "Land utilization.” It is determined by various factors such as relief features, climate, and soil, and population density, socio-economic and technical factors.

Land is one of the most important natural resources of a country. Its proper use is very essential for the growth of economy.

Classification:

In India, the land use pattern can be classified into seven categories;

1. Net area sown.
2. Forest area.
3. Land not available for cultivation.
4. Fallow land.
5. Cultivable waste.
6. Permanent pasture and other grazing land.
7. Land under miscellaneous uses.

1. Net Area Sown:

It includes land that can be used to cultivate crops. This category is very important in an agricultural country like India. It accounts for about 42.42% of the total reported area of India. However, it is not evenly distributed all over the country. The highest proportion is found in the states of Punjab, Haryana, West Bengal, Uttar Pradesh and Kerala. It is least in the north-eastern states and medium in other states.

2. Forest Area:

In India only 22.8% of the total reported area is under forests. It is high in the Andaman and Nicobar Islands and in the northeastern states. It is least in the states of Haryana, Punjab, Rajasthan and Gujarat

3. Land Not Available for Cultivation:

Land used for non-agricultural purposes like human settlements, roads, railways, canals, mountains, sandy waste etc., come under this category. Nearly 14.1% of the total reported area of the country belongs to this category. It is largely found in Assam, Manipur and Sikkim, but in low proportion in Goa, Kerala, Odisha and Maharashtra.

4. **Fallow Land:**

It refers to the land which is not used for cultivation. It accounts to 8.2% of the reported area. It is largely found in Mizoram, Tamil Nadu and Meghalaya and less in Tripura, Puducheri, Andaman and Nicobar Islands.

5. **Cultivable Wasteland:**

It includes the land which is not taken up for cultivation due to certain soil deficiencies. It is extensive in the spates of Meghalaya, Goa, Nagaland and Rajasthan. It accounts to 4.3% of the reported area.

6. **Permanent Pastures and Other Grazing lands:**

It accounts for only 3.4% of the total reporting area, in India. It is largely found in Himachal Pradesh, Gujarat and Madhya Pradesh.

7. **Land Under Miscellaneous Uses:**

It includes gardens, orchards and plantations, which account for only 1.1% of total area in the country, such land is more in the states of Assam, Nagaland, Meghalaya, Kerala, Karnataka, Himachal Pradesh etc.

AGRICULTURE

Meaning:

Tilling of the soil for raising food crops and raw materials needed by human beings is called “Agriculture.” Now the term is also extended to include stock raising, poultry farming and bee keeping.

Importance:

Agriculture is one of the most important and ancient occupation of human beings. India is a country known for agriculture. Nearly 65 percent of the people depend on agriculture. The economic progress of the country depends on the progress of agriculture.

Agriculture in India is the main source of livelihood. It is the main source of food for the people and fodder for domestic animals. It is a source of

national income and revenue. Agriculture supports tertiary sectors like trade, transport, banking, insurance etc. It also has influence on the political and social situation of the country. It supports many industries. I.e. cotton and jute textiles, sugar industry etc.

Types of agriculture:

On account of Geographical and socio-economic factors various types of farming are practiced in India. They are as follows.

1. **Subsistence Farming:**

A type of farming in which the production of crops is consumed almost by the farmer and his family, leaving only a small portion for sale. Farmers used primitive methods of cultivation. It is widely practiced in the North-eastern states, Odisha and Madhya Pradesh.

There are two types.

a. Shifting subsistence farming and

b. Sedentary subsistence farming.

a. Shifting Farming:

It is a type of agriculture in which a patch of forest is cleared and burnt to be cultivated for a few years until the fertility of the soil is reduced. The land is then abandoned and new forest areas are cleared and burnt for cultivation. It is practiced by the tribals in the forest area. I.e. Assam, Meghalaya, Nagaland, Madhya Pradesh, Kerala and Odisha.

Do you know?

The shifting farming is called ‘Jhuming’ in Assam, ‘Ponam, in Kerala ‘Podu’ in Andhra Pradesh and Odisha.

b. Sedentary Farming:

It is cultivation of land at a fixed location instead of shifting from one place to another. The farm land is not abandoned but cultivated year after year.

2. **Intensive Farming:**

A method of farming in which a large amount of capital and labour are applied per UN it of land is called ‘Intensive farming’. Under this type of farming, land is cultivated intensively throughout the year. Farmers try to raise two or more crops to get maximum production from small land holdings. It is common in the fertile and irrigated areas of the country.

3. **Commercial Farming:**

A system of farming in which crops are grown for the market is called “commercial farming.” Under this type of farming only cash crops are cultivated on a large scale. Using small amount of labour, machinery and scientific methods of cultivation.

4. **Mixed Farming:**

Agriculture involving the cultivation of crops and livestock rearing is called ‘mixed farming.’ Farmers get income from both. It has been introduced in India since 1951. Now it has become popular in many states.

5. **Plantation Farming:**

It refers to the cultivation of single crop on large estates for the market. It requires more labour and capital. Tea, coffee, rubber and coconut are the important plantation crops of India.

6. **Dry Farming:**

A method of farming carried on in areas which receives scanty rainfall and where irrigation is either absent or limited is called ‘dry farming’. It is mainly practiced in peninsular India and in western Rajasthan.

7. **Humid Farming:**

It refers to the cultivation of crops in areas which receives sufficient rainfall, crops are grown without the help of irrigation. It is found along the West Coast and other areas receives sufficient rainfall.

8. **Irrigation Farming:**

A method of farming under which crops are grown with the help of irrigation is called 'Irrigation farming'. It is expensive, but essential in India where the rainfall is seasonal, uncertain and insufficient.

Crop Season and Cropping Pattern

Crop Seasons: The proportion of area under different crops at a particular period of time is called 'Crop season'. In India there are 3 cropping seasons: - The Kharif, the Rabi and Zaid Crop Season.

1. **The Kharif Crop Season:**

The crops grown during the rainy season are called Kharif crops. The sowing takes place in June-July, when the South-West Monsoon starts and the crops are harvested in September- October. Rice, jowar, ragi, cotton, groundnuts, tobacco etc., are the main Kharif crops.

2. **The Rabi Crop Season:**

The sowing takes place in October- November when the North-East Monsoon begins and are harvested in February-March. This is known as Rabi season and crops are called Rabi crops. I.e. Wheat, barley, gram, linseed etc.

3. **Zaid Crop Season:**

The crops are grown in between the Kharif and the Rabi crops are known as Zaid crops. They are water melon, cucumber, oilseeds, some pulses, vegetables etc.

Cropping pattern:

The cropping pattern of a region refers to the proportion of an area under different crops at a given time. The cropping pattern of any region in India changes from time to time. It is due to several factors such as relief features, soil, climate, size of farms, water supply, income of farmers, technology etc.

MAJOR CROPS OF INDIA

A wide variety of crops are grown in different parts of India. They can be classified as food crops, commercial crops, oil seeds and plantation crops.

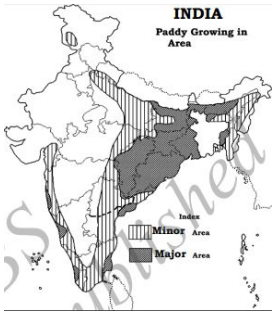
Food crops:

The crops which are grown to provide food for people are called ‘food crops’, for example Rice, wheat, jowar pulses etc.,

Rice:

Rice is the most important food crop of India. It is the staple food of the people in the eastern, southern and south-western parts of the country. India has the largest area under rice in the world. But it is the second largest producer of rice, only after China. Rice is the major Kharif crop of India. It is primarily tropical crop, it requires high temperature of 180 to 250 c and heavy rainfall of 100- 200cm per year. Alluvial, and clayey loam soils are best suited for its cultivation. Rice needs standing water and it needs level land. Irrigation is necessary wherever rainfall is less.

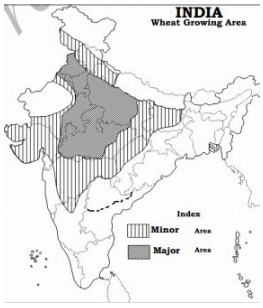
Rice is grown in almost all the states of India. West Bengal is the largest producer of rice in the country. The other important producers of rice are Andhra Pradesh, Uttar Pradesh, Punjab, Tamil Nadu, Odisha and Karnataka.



Wheat:

It is the second important food crop and major Rabi crop of India. Wheat is an important staple food in the northern and north western parts of the country. It is a crop of temperate regions. It requires moderate temperature of 100 to 150c and annual rainfall of 50 to 70 cm per year. Heavy loams and black soils are best suited for wheat cultivation.

Wheat is mainly grown in the Northern plains including Punjab, Rajasthan, Gujarat, Maharashtra and northern part of Karnataka. Of which Uttar Pradesh is the largest producer of wheat in India. India is the second largest producer of wheat in the world next to China.



Commercial crops:

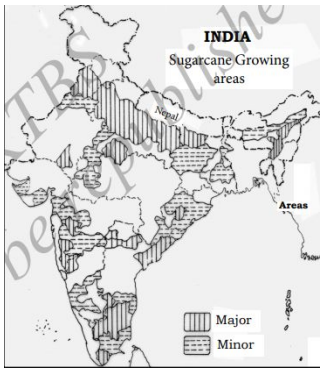
A crop that is grown for sale is called ‘Commercial crop’. I.e. Sugarcane, cotton, tobacco, oil seeds etc.

Sugarcane:

It is the most important commercial crop of India. India has the world’s largest area under Sugarcane. It is second largest producer of

sugarcane in the world next only to Brazil. Sugarcane is the native of India. It is the main source of sugar, gur and khandasari.

Sugarcane is an annual crop and it is grown in irrigated areas. It requires high temperature of 210 to 260 c and heavy rainfall ranging from 100 to 150cm per annum. It thrives best in alluvial and loamy soils. The most important sugarcane producing states are Uttar Pradesh, Maharashtra, Tamil Nadu, Karnataka, Gujarat and Andhra Pradesh.



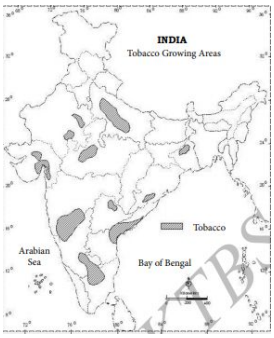
Know it!

The Scientific name of sugarcane: Saccharum officinarum. The family: Gramineae.

Tobacco:

It is one of the important cash crop of India. Tobacco is used for smoking. I.e. Beedis, cigarette, cigar, cheroot, hookahs etc. Very little is used for chewing, snuff and insecticides. It is a tropical crop which requires high temperature of 210 to 230 c and moderate rainfall of 50 to 100cm a year. Sandy loamy soil is the best suited for it. It requires chemical fertilizers.

Andhra Pradesh, Gujarat, Uttar Pradesh, Karnataka, Tamil Nadu, Maharashtra and Bihar are the leading producers of tobacco in India. Now India is the third largest producer and fourth largest sorter of tobacco in the world.



Do you know?

The scientific name of Tobacco: Nicotiana tobacum. The Family: Solanaceae. Place of origin: Andes Mountain (South America). Introduced by Jean Nicot in France. Introduced in. India by the Portuguese.

Fiber Crops:

The crops which provide raw materials for textiles industry are called “fiber crops”. Cotton and jute are the most important fiber crops of India.

Cotton:

Cotton is an important industrial and fiber crop. It provides raw material for the cotton textile industry in India. Cotton is a tropical and sub-tropical crop. It requires 210 to 240c temperature and rainfall of 50-100cm in a year. Black cotton soil is the best suited for its growth. It is grown as a Kharif crop.

Gujarat, Maharashtra, Andhra Pradesh, Haryana, Madhya Pradesh, Punjab, Karnataka and Tamil Nadu are the major producers of cotton in India. India has the largest cotton growing area and is the third largest producer of raw cotton in the world.

Beverage crops:

The crops which are used to produce stimulating drinks are called ‘beverage crops’. Coffee and tea are the most important beverage crops of India.

Tea:

Tea is the most important and cheapest of all the beverages. India is the second largest producer of tea in the world after China. Tea is also a plantation crop. It is a tropical and sub-tropical crop. It requires a temperature of 210-300c and heavy rainfall of 150-250cm in a year. It grows best in deep and fertile soil, rich in humus. It requires hill slopes with an altitude of 1200 to 2400mts above sea level. Tea is mainly grown in Assam, West Bengal, Tamil Nadu and Kerala.

Do you know?

The scientific name of the Tea plant: Camellia Thea. The Tea contains the 'Theine'.

Role of Horticulture and Floriculture

Horticulture:

The intensive cultivation of fruit, vegetables, flower, medicinal and aromatic plants is called Horticulture. In India horticulture provides an incentive for making agriculture more profitable through efficient land-use, optimum utilization of natural resources and generating skilled employment for the rural masses. It enhances exports and provides nutritional security.

India with its wide variety of climate and soil has good potential for growing a variety of horticultural crops. Now, India has emerged as an important producer of horticultural crops. It is the second largest producer of fruits and vegetables in the world next to China. Its share in the global production of fruits is 11% and that of vegetables is 7percent.

Horticulture is carried on mainly in Andhra Pradesh, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Tamil Nadu, Kerala, Maharashtra and Uttar Pradesh.

Floriculture:

It is the cultivation of flowers for commercial purpose. India is known for the art of growing flowers since time immemorial. It plays a

significant role in Indian agriculture. It has the potential of generating income and providing employment opportunities for farmers, especially women and add to the export of the county.

India's agro-climatic conditions are very suitable for the cultivation of a variety of flowers. India is known for growing traditional flowers such as jasmine, marigold, rose, crossandra and aster. Cut flowers includes archids, gladiolus, carnation, anthurium and lilies.

Floriculture is mainly developed in Tamil Nadu, Karnataka, Andhra Pradesh, Maharashtra, Punjab, Haryana, and West Bengal.

Do you know?

1. The term Horticulture is derived from the Latin words 'Hortus" meaning 'garden 'and 'colere' meaning to 'cultivate'.

2. The progress of the horticultural field is called 'Golden Revolution'.

EXERCISES

1. **Fill in the blanks with suitable answers.**

1. The land which is not used for cultivation is called _____

2. A system of farming involving both crops and livestock is known as _____ farming.

3. The crops grown in between the Kharif and. Rabi season are called _____ crops.

4. The largest rice producing state in India _____

2. **Answer the following after discussing them in groups.**

1. What is meant by land use pattern?

2. What is plantation farming? Give examples.

3. Distinguish between the Kharif and Rabi crop season.
4. What are the conditions required for sugarcane cultivations?
5. What are the beverage crops? Give examples.
6. Explain the role of Horticulture in India.

3. **Activities:**

1. Collect samples of the various food grains which are grown in Karnataka state.
2. Draw an outline map of India and mark the cotton and tea growing areas.

4. **Project work:**

1. Collect pictures and information on crops grown in your locality.
2. Conduct a group discussion on floriculture and women empowerment.

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ECONOMICS

UNIT – 1: DEVELOPMENT

After studying this chapter, you will learn about:

1. The nature and meaning of development and underdevelopment
2. Indicators of human development
3. Gender-related development

Every one of us continuously strives to achieve progress in our life. We wish to achieve our aims and satisfy our wants on a much larger scale than before. In the same manner an economy also continuously attempts to progress providing for more and more quantities of goods and services to the people and improving their well-being. This process of enhancing society's capacity to satisfy its needs on a larger scale is referred to as development. Economic development refers to increase in a country's capacity to serve the economic interests of its citizens and overcoming economic problems such as poverty, unemployment, inequality, inflation, etc.

Development and Underdevelopment:

Development:

We use the word 'development' often in our daily lives usually to refer to the progress in a particular field or a segment of people, like rural development, social development, educational development, women and children development, etc. Whenever the economic activities in a country expand, it is called as economic development. However, the process of economic development is a complex phenomenon and not easy to define.

According to Prof. Meier and Baldwin, "economic development is a process whereby an economy's real national income increases over a long period of time". The definition highlights three elements of economic development, viz.

a. A process;

b. An increase in real national income; and

c. Over a longer period. Let us discuss them briefly.

a. Process:

The term ‘process’ here refers to the operation of the forces that bring about changes in supply of factors of production and, in the structure of demand for the products. Changes in factor supply take place due to discovery of additional resources, education and skill development, capital accumulation, population growth, adoption of better techniques of production, etc. Demand for products changes due to change in size and composition of population; level and distribution of income; tastes etc. These changes contribute to an increase in national income.

b. Real National Income:

National income is the total value of all goods and services produced in a country during one yea'. It is an important measure of development. Higher the national income, higher is the economic development and vice-versa. But the emphasis is on the word “real” which refers to the purchasing power of income. The prices have tendency to rise over time. When we estimate the income based on the increased prices, the values or incomes are inflated. We should remove that increased price effect to arrive at the ‘real’ increase in income. This price adjusted income reflects the true purchasing power of income. This emphasizes the importance of maintaining price stability in promoting development.

c. Long Period:

The increase in real national income should be sustained over a longer period, say for 10 years or more. Short term spurts in income are not considered as development. The changes in supply of factors of production and demand for goods and services should be continuous in order to bring about sustained increase in incomes over the longer period

Prof. Colin Clark defines economic development as “an improvement in economic well are.” Economic welfare, in turn, is the availability of all those goods and services which are used by the individuals. Improving economic welfare of people also means reducing economic ills like poverty. Hence, we may describe economic development as “a process that extends over a long period, that which helps in reducing poverty and thereby helping a country to achieve self-sustained growth in income”.

Over the period of time, the objectives of economic development have been broadened and now we hear about ‘inclusive’ and ‘sustainable development’. Ensuring that every person is benefitted by the process of development is inclusive development. Preserving natural resources and the environment for the benefit of future generations also, is sustainable development. Thus, the objectives of economic development can be stated as: increasing income; attaining equality; reducing poverty, unemployment and inequality; conserving resources and environment; and enhancing overall welfare of all.

While USA, Canada, Japan, Germany, England, Australia, countries of Western Europe witnessed long term rise in incomes before 1950s; countries like Singapore, Hong Kong, Malaysia, China and many other countries have witnessed long term rise in incomes during post 1950s. These countries are called as the developed countries of the world.

Underdevelopment:

The word ‘underdevelopment’ denotes a backward and stagnant situation where levels of living of people are low due to lower level of per capita income and lower productivity levels, apart from high population growth. According to the United Nations, an underdeveloped country is one whose real per capita income is lower than that of the USA, Canada, Australia and Western Europe. Emphasis here is on the low income level relative to the advanced countries. However, since the underdeveloped nations are capable of development and are making serious efforts to overcome their problems of low income and poverty, they are now called as the ‘developing countries’.

The World Bank in its ‘World Development Report’ classifies the countries as high, medium and low income countries, and all countries with ‘middle’ and low income. Are referred to as developing countries. India is a prominent developing country that has recorded significant rise in income since 1990s.

1. **Indicators of Development:**

How do we measure economic development? Economists have advocated different indicators and the prominent one is based on the income generated in a country; and the rest using indicators other than income.

Income Indicator:

Income used here is the national income, which is defined as the income of all the people residing in a country. As described earlier, higher the income, higher is the development. However, economic progress in a country will be slower, if the population expands along with the increase in national income. Therefore, comparison of economic development between countries with different levels of population will not be correct. Hence, per capita income is being used as an indicator of development instead of national income. It is the average income of each individual in the country, which is calculated as national income divided by total population, in a given year.

The per capita income of India was Rs. 1, 21,603 in 2016, which is 15 percent of the world’s average. It is calculated as national income (Rs. 1, 47, 86,557 Cr) divided by the population (121.6 Cr). India is the seventh largest country in the world in terms of national income, but 143rd in terms of per capita income.

Although this is a very popular and simple indicator, it does not consider the distribution of income among people as well as the availability of basic amenities like food, shelter, education, health or other similar social factors. Hence, attempts are made to extend the income measure by including other parameters of development. These are called as ‘alternative’ indicators, the prominent of which is the human development index (HDI).

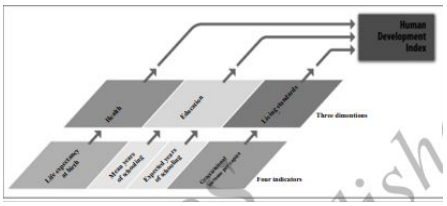
2. **Human Development Indicators:**

It is increasingly felt that the primary purpose of al1 economic progress is enhancement of human welfare. It should help people to enjoy a decent quality of life; ensure adequate basic minimum amenities like food, shelter, clothing, education, health, social security, clean water, pure air and unpolluted environment. Mere increase in incomes may not guarantee all the above to all people.

Mahabub Ul Haq, a Pakistani economist, inspired by the writings of Nobel laureate, Amartya Sen, argued that the most important requirements to enjoy a decent standard of living are - ability to lead a healthy and long life; being literate; and having income to purchase the minimum amenities. He called this as 'human development (HD)'. Amartya Sen defines HD as expansion of capabilities of people. The core capabilities are health, education and purchasing power. But how do we measure HD?

The United Nations Development Programme (UNDP) has used these ideas to construct an index known as the 'Human Development Index (HDI)'. The core capabilities of a country's population are defined, measured and combined to drive the composite HDI. While health is measured in terms of life expectancy; education is measured in terms of literacy attainments; and purchasing power through per capita income. The indicators used are shown in the figure below.

The age till which the people of a country can expect to survive is called life expectancy. Availability of nutritious food, excellent health and hygiene facilities, clean environment etc. enables us to live longer. All these factors are represented in life expectancy. As the educational level rises, the country's economic progress also improves. The educational achievement of a country is measured on the basis of two factors- the average period of schooling completed by individuals above 25 years, and the expected period of school education that the children of 5 years might receive in their lifetime. The standard of living is measured with the help of per capita income. The average of these three indicators is the HDI.



You can measure the development of each individual indicator as well as the overall HDI. Similarly, you can also trace the growth in them and compare our country with other countries of the world. The HDI of India has been rising steadily. In 2014, HDI was calculated at 0.586 and ranked at 135 out of 187 countries. The UNDP classifies the countries into three categories based on HDI as high medium and low HD countries. India is in middle group of human development.

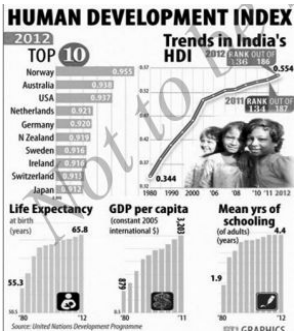


Figure 2: As Figure 2 shows HDI of India in 2012 was calculated at 0.554 and placed at 136thrank out of 186 countries. This HDI value of 0.554 is the result of 65.8 years of life expectancy, $3203 of per capita income and 4.4 years of average years of schooling. You may also observe that, between 1980 and 2012, the components have improved resulting in improvement of India's HDI from 0.344 to 0.554. But India's HD attainment is very low if we compare it to the top 10 countries.

3. **Gender Related Development:**

The role of women in the developmental process is very significant. Women, who form half of the population, have the capability to work in all fields of the economic system. It is the duty of civilized society to provide social, economic, educational and political equality to women. After independence, our Constitution has assured equality of freedom and opportunities to both men and women. However, significant types of

discrimination can still be seen and violence against women is frequently reported. This only suggests that women are not yet given equality in all spheres, making them secondary partners in economic growth.

‘If development is not engendered it is endangered’ - Human Development Report, 1994

Gender discrimination may be seen in various dimensions of Indian society, economy and polity. Sex ratio, the number of females for every 1000 males is the most important, indicator which reveals the treatment meted out to women in a society. In India because of all round discrimination against females and preference for male child, the sex ratio was barely 945 in 2011. Is worse is, it is sell lower in child (0 to 6 years) population.

Activity: List out the reasons for adverse male-female ratio in India

Similarly, the literacy rate among women was 65.46% in 2011 compared to 82.14% among men. This is so because even today some people think women do not need education and in some places adequate schooling facilities may not be available. If you look at the work place, women mainly work in unorganized activities (agriculture, construction, small scale industries, etc.) at lower wages than the men. It is also true that the women ae not free to spend the income that they earn. With a low education, not many of them are seen in better and highly paid positions.

In many households women eat last after the head and children have had food. This makes her malnourished and susceptible to many illnesses. With low nutrition but compelled to doing heavy work, makes her to fall sick often, which is usually ignored by the men folk. Especially, the health of pregnant women is very crucial because it affects the baby’s health also. India has very high rates of maternal (mothers dying during and after child delivery), infant (children below one year) and child (children below five years) death rates.

An evil practice of detecting the gender of the foetus and destroying it if found to be a female one, is growing. This is one of the major reasons

for lower and declining sex ratio in the country.

Representation of women in political bodies (panchayats, state assemblies and Parliament) is limited to the reserved strength. Even in sessions and meetings their presence is not felt. Hence, discrimination is observed in all fields.

In order to promote participation of women in economic activities and thereby achieve economic empowerment, self-help groups (SHGs) are using formed in all the villages and cities. A SHG is a group of women (usually 20) who come together to share their meagre resources, obtain external support, undertake business jointly and earn income. They are trained in managing accounts, handling bank transactions and skills to take up remunerative income generating activities. SHGs have been instrumental in helping women to earn, save and spend at their willingness. Their dignity and autonomy has increased.

In recent years, many steps are initiated for empowerment of women. Empowerment may be described as the expansion in people's ability to make strategic life choices in a context where this ability was previously denied to them. Empowerment is a process that infuses people with power i.e. access to resources; expands individual's capacity and power of decision making i.e. autonomy. Many laws have been enacted to curb violence against women at home and at work places; to guarantee equal wages; providing reservation of seats in elected bodies; etc. All these measures will certainly help in bringing women to the mainstream of development.

Do you know this?

UNDP also calculates Gender Inequality Index (GII) at the international level. The value of the index ranges from 0 to 1, with 0 indicating complete equality and 1 indicating complete inequality. In 2015, India's GII was 0.563, and it stood at the 130thpla.ce in the list of 188 countries. This means that is India fares very poor in terms of women and development and that the gender inequality is high.

EXERCISES

1. **Fill in the blanks with suitable answers**

1. 1. Economic development is a _____
2. The value of goods and service produced in a year is called as _____
3. In an underdeveloped country, basically the _____ is lower.
4. Human development indicates expansion of _____
5. The _____ is responsible for publishing global Human Development Reports.
6. India ranked _____ in HDI in 2014.
7. Sex ratio was _____ in India in 2011.

2. **Answer the following questions in five to six sentences each**

1. Define development and explain the prowess of development.
2. What do you mean by underdevelopment? What are its causes?
3. What is HDI? How is it calculated?
4. Examine the causes for low HDI of India.
5. How to achieve gender equality?
6. “Women self-help groups are supportive to women empowerment” justify.

3. **Activity:**

Make a list of the women empowerment activities undertaken by the government in recent days.

4. **Project:**

Conduct a survey in your village/ city and find out the differences in development across different types of households.

UNIT – 2: RURAL DEVELOPMENT

In this chapter, you learn about the following:

1. Meaning and significance of rural development
2. Rural development and decentralization
3. Rural development and Panchayat raj institutions
4. Rural development and women

India is a land of villages. In 2011 census report 68.84% of the population lived in villages and that is why, Mahatma Gandhiji said that development of its villages is the true development of India. However, even after 70 years of independence, the rural areas are scenes of deprivation and backwardness as nearly one-third of rural' population lives in abject poverty. The development programmes and plans have failed to improve the socio-economic conditions of rural areas.

There is a wide spread feeling that the development strategies that the Indian government adopted after independence promoted industrial and urban development. The rural industries which were already declining in importance, further disintegrated due to the competition from modern industries. With agriculture being non-remunerative and employment not being regular, the rural people continued to migrate to cities. The liberalization and globalization policies deepened these problems by promoting growth in industrialization, urbanization and service sectors.

Consequently, poverty has increased among the rural people who depend mainly on agriculture. Though 60% of the people work in the primary sector, the contribution from this sector to the national income is very less, and is declining over the years. Due to this, the gap between urban and rural areas is widening. In order to overcome this imbalance, it is

necessary to develop rural areas. In this chapter you will study the meaning of rural development and review the programmes initiated by the government towards it.

Meaning and Importance

Meaning of Rural Development:

Rural development refers to a process of economic and social upliftment of rural areas. It may be defined as overall development of rural areas to improve the quality of life of rural people. It is an integrated process, which includes social, economic, political and spiritual development of the poorer sections of the rural society.

Stagnation and slow growth of agriculture is the prime reason for rural backwardness and consequent poverty of rural people. Therefore, more rural non-farm activities need to be promoted which requires improvement in literacy and skills, health and sanitation, improvement of infrastructure like transport, power, communication, markets, credit, etc. Further, for agricultural development, expansion of irrigation and land reforms also become crucial. Thus, rural development consists of a broad set of activities including improvement of literacy, health, infrastructure, land reforms and irrigation, apart from taking specific measures for ameliorating the conditions of the disadvantaged people in the rural areas. Hence, if we are to make a list of activities that are essential for rural development, then they are as follows:

1. Development of human resources including;
 a. Literacy, especially, female literacy, education and skill development;
 b. Health, addressing both sanitation and public health;
2. Land reforms;
3. Development of the productive resources of each locality;

4. Infrastructure development like electricity, irrigation, credit, marketing, transport facilities including construction of village roads and feeder roads, facilities for agriculture research and extension, and information dissemination; and

5. Specific programmes of alleviation of poverty

Importance of Rural Development:

Since rural development includes agricultural and non-agricultural development it contributes not only to rural but also to the overall development of the country. Increased farm incomes will create greater demand for industrial products and services, thereby generating additional employment and leading to an expansion of those sectors also. With increased literacy and skill levels higher productivity could be achieved. Better health also results in higher work participation by the people and increased output. Agro-processing, small scale and cottage industries will develop leading to gradual transformation of the villages. With this, migration to cities will be reduced. All these contribute toward reduction of poverty.

1. **Decentralization**

Providing administrative power and the responsibility of developing the village to people themselves is called decentralization. It is a process through which power sharing occurs and people participate in decision making. It is also a process that aims at planning and development from below. This process was called as ‘Grama Swarajya’ by Mahatma Gandhi. Decentralization reduces various kinds of exploitation, upholds human independence and dignity, and nurtures humane values like compassion and co-operation.

The Panchayat Raj system has been rejuvenated in India in order to promote decentralization. The Government of India enacted the 73rd Constitutional Amendment Act in 1993, which established a uniform system of Panchayat Raj institutions throughout the country. The Act conferred Constitutional status to the Panchayat institutions. As per the Act,

a three-tier system of panchayats has come into existence. Key features of the Panchayat Raj system adopted in India are:

1. a three-tier structure of district, taluk and village panchayats with the Gram Sabha as foundation;
2. direct and periodic elections;
3. reservation of seats for scheduled castes (SCs) and scheduled tribes (STs), backward classes and women;
4. Provision of major financial and administrative responsibilities, budget and audit requirements;
5. provision for executive/support staff; and
6. A strict procedure for dissolution/ suppression of panchayats and mandatory elections within six months of dissolution.

Karnataka has 30 Zilla Panchayats, 176 Taluk Panchayats, and more than 6,022 Gram Panchayats.

2. **Role of Panchayat Raj Institutions in Rural Development**

Panchayat raj institutions (PRIs) play key role in enabling the rural people to participate in rural development. They are responsible for implementing various schemes related to poverty alleviation and livelihood security, besides providing public amenities. They provide the rural community with basic facilities of roads, drains, drinking water, street lights, toilets, school and hospital buildings, market-yards etc. Through encouragement of primary and middle school education, adult education, technical and vocational training, and expansion of health and hygiene facilities, panchayats have also attempted to develop human resources.

The gram sabha is an important body of a gram Panchayat. It is compulsory to conduct gram sabha meeting at least once in six months. All the adults who are in the voters list of the village are the members of the gram sabha. All developmental schemes are decided in the gram sabha itself.

The predominant function of PRIs is to engage in local planning. The Gram Sabha prepares village development schemes during its open meetings, such as those for school facilities, drinking water supply, primary health care, veterinary dispensary or a market link road, etc.

Programmes like ‘Mahatma Gandhi National Rural Employment Guarantee Scheme’ (MGNREGS) for generation of employment and alleviation of poverty can be implemented effectively through Panchayat institutions. Housing programmes like ‘Pradhan Mantri Awas Yojana’, ‘Ambedkar-Valmiki Housing Programme’, ‘Ashraya Yojana’ etc. are also implemented to provide shelter to the shelter less people.

The public distribution system in villages is strengthened and poor people are provided with the essential food grains. By identifying the old people, the disabled, widows, mentally retarded people etc., it can be ensured that all the facilities from the social welfare programmes of the government reach them promptly.

All the self-help groups of women can be brought together, and proper encouragement can be given to their productive activities. In this way, women too can be made to participate in the development of the nation.

Social and cultural activities can be encouraged through celebration of village fairs and festivals. Through such activities, village arts and crafts will get an impetus and the rural culture will get enriched.

More employment opportunities can be provided to the people through nurturing the rural productive activities of agriculture, cattle rearing, poultry, fishery, social forestry etc. Irrigation can be expanded by undertaking construction of ponds and tanks, de-silting them regularly, maintenance of minor irrigation works etc. Rural and cottage industries can be improved.

In all the above activities, Panchayat raj institutions play a significant role and bring about an over-all development of rural areas.

3. **Women and Rural Development**

In her lifetime, a woman performs a variety of duties such as mother, wife, daughter-in-law and daughter. A man's life is shaped by a woman. She works not only inside the house but also outside as a farmer, worker, employee, officer, businesswoman and lawmaker at an equal level with men. Hence her role is decisive in the development of the country, especially in rural development. A significant number of women are working in farming, cattle-rearing, fisheries, silkworm rearing, horticulture, floriculture and poultry. Women form the majority among agricultural workers too.

Educated women are successfully handling a variety of jobs in various fields in the economy. Women are rendering exceptional service in government offices, commercial establishments, educational institutions, hospitals, old age homes etc. In addition, educated women are playing a prominent role in population control.

Women are establishing themselves in the political field too. Starting from the gram Panchayat to the position of a President, they are handling various responsibilities as political leaders at various levels of the government. As there is reservation for women in Panchayat raj institutions, an ordinary village woman has the opportunity to handle political power and work towards rural development. A notable feature in Karnataka at present is that there are more than 50% women among the elected members of Panchayat institutions.

'Women Self-Help Groups' have been created in all villages in the rural sector. These have been playing a significant role in organizing poor rural women and making them financially independent. Members of these groups can avail of loans easily and engage in productive activities. These associations have been successful in mobilizing savings and in repayment of loans. Through the self-help groups, alert women are able to get rid of social evils like child marriage, dowry, caste system, superstitions, exploitation of women and children. They are able to contribute towards building a clean and progressive society.

Activity

Visit a Women's Self-Help and know about its activities

EXERCISES

ıe blanks with suitable answers:

1. The true development of India is the development of its villages. This was told by _____
2. After the 73rd Amendment to the Constitution, _____ levels of Panchayat institutions have come into existence.
3. Panchayat institutions operate under _____ principles.
4. The _____ have been brought into existence in order to bring together poor rural women and make them financially independent.

in a sentence each:

1. Explain the meaning of 'Rural Development'.
2. What is meant by decentralization?
3. Name the three levels of Panchayat raj institutions.
4. Mention any two housing programmes.

the following questions in five to six sentences each:

1. How is the economic situation in the rural areas of India?
2. Explain briefly the significance of rural development.
3. 3. Explain Gandhiji's concept of 'Grama Swarajya' in the light of decentralization.
4. What is the role of Panchayat raj institutions in rural development?

ɛs:

1. Visit the nearest gram Panchayat and list all the work being done by it towards rural development.
2. Visit the nearest women's self-help group. Learn about their role in making women self-dependent, and discuss with classmates in class.

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BUSINESS STUDIES

UNIT – 1: BANKING TRANSACTIONS

We learn about the following in this chapter:

1. Meaning of Banks
2. Characteristics of Banks.
3. Banks and Post Offices in Financial Transactions and Types of Banks.
4. Different Accounts that can be opened in a Bank.
5. Methods to Open Accounts in Banks.
6. Advantages of Bank Accounts.

Banks developed about two hundred years ago. The nature of banks has changed as the time has changed. The term bank is related to financial transactions. Banks are financial institutions which use the money deposited by customers as investments and agreed to return whenever they require. Banks advance loans to the customers and charge interest on them. Banks exchange the money of different countries. The development of any country depends on the efficient banking system of that country. Banks advance money to agriculture, industries, traders and all other sections of the society which are the main organs for the development of a country and accelerate e the growth of the country.

WHAT IS A BANK?

The term bank is derived from Italian word “Banco” or from a French word “Barque”, both mean a “Bench” or money exchange table.

A ranking company may be defined as a company which transacts the business with finance. It accepts deposits from the public and lends it to those who need it in the form of loans. It receives money from those who

want to save their money in the form of deposits and lends it to those who require in the form of loans. The services of banks are called Banking. A bank repays the deposits in the form of cheques, drafts or in some other forms.

Characteristics of Banks

1. **Dealing with Money: Banks are financial institutions which deal with money of the public.**
2. **Individual/ Firm/ Company: Bank may be a person, firm or a company. Banking company means the institution that deals with money.**
3. **Acceptance of Deposits: Banks accept deposits from the public. These deposits are returned whenever the customers demand it or after a prescribed period. Banks provide security to these deposits. Banks act as custodians of the deposits of the public.**
4. **Lending Loans: Banks advance loans to Industrial sector, Agricultural sector, Education, House construction and for other purposes.**
5. **Payment and Withdrawal: Banks facilitate the customers to withdraw their deposits in the form of cheques or drafts.**
6. **Agency and. Utility Services: Banks provide various banking facilities to its customers. They include general utility services and agency services.**
7. **Profit and Service Orientation: A bank is a profit seeking institution having service oriented approach.**
8. **Ever Increasing Functions: Banks continuously expand and diversify their functions, services and activities.**
9. **Connecting Link: Banks act as connecting link between the depositors and borrowers. Banks collect surplus money of the customers and lend the same to those who are in need of money.**

10. **Banking Business: The main activity of the bank is banking business that is accepting deposits from the customers and lending the same to those who need money. It is not a subsidiary to any other business.**

11. **Name Identity: Banks always add 'bank' to their names. Ex: Canara Bank, Vijaya Bank, Corporation Bank, State Bank of India, State Bank of Mysore etc. It enables the customers to know in which bank, they are dealing with money. (Now all State Banks one merged with State Banks of India)**

Functions of Banks

1. Accepting deposits from public and others.
2. Lending money to public (Loans) and other institutions.
3. Transferring money from one place to another (Remittances)
4. Collecting money on cheques, drafts and bills.
5. Discounting of bills.
6. Hiring safe deposit lockers.
7. Conducting foreign exchange transactions.
8. Keeping valuables in safe custody.
9. Issuing letters of credit and guarantee.
10. Conducting government transactions (State & Central)

Relationship between Bankers and customers

The relation between a banker and customer falls under two broad categories, namely -

1. General relationship
2. Special relationship

1. **General relationship:**

1. Primary Relationship (Debtor and creditor relationship).
2. Subsidiary Relationship (Trustee and beneficiary relationship).
3. Agent and Principal Relationship.

2. **Special relationship:**

1. Obligation to honour cheques.
2. Obligation to maintain secrecy of accounts.

Activity:

Visit a bank and collect information about how bank lends money for higher education.

Services Offered by Banks:

1. Debit Card and Credit Cards
2. Personal Loans
3. Home and Vehicle Loans
4. Mutual Funds
5. Safe Deposit Lockers
6. Trust Services
7. Signature Guarantees
8. E - Banking

Banking Transactions- Banks and Post Offices:

Any sort of activity involving in money or exchange of money in an account is viewed as bank transaction. Banks are institutions that deal with money. Banks keep money of the customers in the form of deposits and the money thus collected is lent to the customers who need money as loans. These loans are called Bank loans. Banks lend money and collect interest on loans. A part of interest collected on loans is given to the depositors as interest. This interest forms the income to the depositors. Banks invest the customer's money in National and International business and increase their funds.

All the banking transactions in India are convoked by The Reserve Bank of India (RBI) which is known as Mother of Banks or Bankers Bank or Central Bank of India. RBI formulates the monetary policy which should be followed by all banks. Today we have State bank group, 20 Nationalized Banks, 21 Private Banks and 19 Foreign Banks. The Network of banks consists of 8000 bank branches. There are Rural Banks, Regional Banks, Govt. and Private Banks also.

The recent development in banking industry is the inclusion of Post Offices into its fold. The Indian Postal Department is planning to start a bank to be tentatively called the "Postal Bank of India" with the network of post offices spread all over India, 90 percent of them are in and around semi-urban and rural areas. The Department is already providing various financial services including a Post Office Savings Bank, Issue of National Savings Certificate, Kissan Vikas Patra, Monthly Recurring deposits, Postal Life Insurance, Pension payment, Money transfer etc. The Postal Department is promoting a capital investment of Rs.1, 000 crores for the bank transactions. It will be set up as a subsidiary with the Postal Department.

Activity:

Visit a Post office and collect information about its banking operations.

Types of Banks:

There are different types of Banks. Each type of Bank is specialized in different types of activities.

The Important types of Banks are:

1. Central Bank or Reserve Bank of India
2. Commercial Banks
3. Industrial Development Banks
4. Land Development Banks
5. Indigenous Banks (Money lenders or Sahukars)
6. Co-operative Banks

(The details about these banks have been learnt in economics section of previous class)

TYPES OF BANK ACCOUNTS

Generally four kinds of accounts can be opened in a Bank. They are:

1. Savings Bank account
2. Current Account.
3. Recurring Deposit Account
4. Term or Fixed Deposit

Activity:

Know the rate of interest offered by banks for various types of accounts.

1. **Savings Bank Account:**

This type of account is generally opened in banks by salaried persons or by the persons who have a fixed regular income. This facility is also given to the students, senior citizens, pensioners etc., Savings accounts are opened to encourage people to save money and pool their savings. There is no restriction on the number and amount of deposits. The money can be

withdrawn either by cheque or through a withdrawal slip available in the respective bank.

2. **Current Account:**

Current account is opened by businessmen who have a large number of regular transactions with the Bank. It includes deposits, withdrawals and contra transactions. In current account, amount can be deposited or withdrawn any number of times in a day. Generally banks do not give any interest on these deposits but collect service charges or bank charges on such account.

3. **Recurring Deposit Account:**

These deposit accounts are generally opened for a purpose to be saved for a future date. For future requirements deposits are made regularly on monthly basis (For the purposes of Wedding expenses of children to buy costly items like land, car etc.,) after the period is over the total amount is repaid with interest.

4. **Term or Fixed Deposit Account:**

This type of account is opened for a fixed period by depositing a particular sum of money (the term of the deposit may be a month, six months, one year, five years or Ten years). The Deposit amount cannot be withdrawn before the expiry of the term. The Rate of interest is m depending upon the term in this deposit account.

Activity:

Find out the interest payable monthly on FD of ' 50,000/ - at 8% p.a

PROCEDURES TO OPEN A BANK ACCOUNT

Now a days Banks have emerged as important financial institutions. Banks provide a safe environment and help to manage financial transactions. To avail professional banking service, it is mandatory for every individual to open a bank account. Opening a bank account is not a difficult task. It takes seven steps to open a bank account. They are:

Know this:

Joint Account is an Account which is opened and operated by two or more persons

1. **Decide the type of account which you want to open:**

There are several types of Bank accounts such as saving bank account, current account, recurring Deposit account and fixed deposit or Term Deposit account. Decide which type of account you want to open in the bank.

2. **Approach the bank of your choice and meet its office:**

Once you have decided to open a particular type of account, approach the bank officer and inform him about your wish to open the account. The Bank officer will give you required forms and instructions.

3. **Fill up the Bank account form or proposal form:**

Fill up this form in all respects such as your name, address, occupation and other details in the spaces provided. Make two or three specimen signatures on the specimen signature card. This signature should not be changed. If the account is to be opened in joint names, then the form must be signed jointly and specimen signatures should be given in separate specimen signature cards. Now a days the banks insist on submitting the passport size photographs for the purpose of identification, submit them. Now submitting self-attested copy of Aadhaar card is mandatory

4. **Give reference for opening your Bank account:**

Banks normally require reference or introduction of the prospective account holder by any of the existing account holder or some respectable person. The introducer introduces the prospective account holder by signing his specimen signature in the column meant for it. This reference or introduction is required to safeguard the interest or Bank.

5. **Submit the Bank account form duly filled:**

In all respects and along with required documents that is address proof, ^AN Card, Aadhaar card, photographs etc.

6. **The officer will verify all the particulars submitted:**

He checks whether the form is filled completely in all respects and the other documents. If he is satisfied, then he clears the proposal form.

7. **Initial Deposit:**

After getting the proposal form cleared, the initial amount is deposited in the bank through challan. Then the bank issues a passbook, a cheque rook, and a pay-in-slip book in case of savings accounts. In case of term deposit or fixed deposit a separate form has to be filled in and fixed deposit receipt is issued. In the case of current account a cheque book is issued. For recurring deposit account pass book and pay-in-slip book are issued.

Advantages of Opening Bank Account:

1. Bank account facilitates safe custody of money.
2. Bank account helps in making payments.
3. Bank account helps in collection of money.
4. Bank account holders get advances and loans.
5. Bank account helps in smooth financial transactions.
6. Bank account holders can get safe deposit locker facility.

EXERCISES

1. **Fill in the blanks with suitable answers:**

1. The word ‘Bank’ has been derived from the French word _____
2. The Banker’s Bank is _____

3. An example for nationalized bank is _____
4. The National saving certificates are issued by _____
5. The type of account where any number of transactions can be made in a day with Bank is _____
6. The deposits for a fixed term can be deposited in _____ account.

2. **Answer the following questions after discussion with your friends.**

1. What is a bank?
2. List out the characteristics relating to bank transactions.
3. What are the functions of a bank?
4. Explain the relationship between the banker and its customers.
5. “The number of saving bank account holders is increasing” - Give reasons.
6. What are the advantages of opening a bank account?

3. **Activity:**

1. Make a list of the names of the banks which you know.
2. Visit the branch of a bank and collect information regarding getting the periodical interest banks offer to term deposit account.

4. **Project Work:**

Prepare a report on how to open a bank account by visiting a bank at your Place and if you need, open Savings Bank account by consulting bank officer.

UNIT – 2: ENTREPRENEURSHIP

We learn about the following in this chapter:

1. Meaning of Entrepreneur and Entrepreneurship
2. Role and importance of entrepreneurship.
3. Self-employment opportunities
4. Self-employment schemes
5. Profile of a few successful entrepreneurs

Entrepreneurship constitutes the driving force of to-day's market economy. It is one of the four main, economic factors namely land, labour, capital and organization. It is a very powerful factor in changing the business environment of a country and its entire industrial sector.

Meaning of Entrepreneur

The word entrepreneur is derived from the French word 'Entreprende', which means to undertake some activity. Entrepreneur is an innovator of new ideas and business processes. He possesses management skills and strong team building abilities and essential leadership qualities to manage the business. She/he exercises initiative by organizing a venture to take the benefit of an opportunity. In business, the entrepreneur decides what, how and how much of goods and services to be produced. He comes up with new ideas for product's market or techniques. To put it in simple words an entrepreneur is someone who perceives opportunity, organizes resources needed for exploiting the opportunity and exploits it. Ex: Computers, mobile phones, washing machines. ATM's, courier service and

instant foods are some of the examples of entrepreneur's ideas that got converted into products or services.

Entrepreneurship:

Entrepreneurship is a process of an action of an entrepreneur who undertakes to establish his enterprise. Entrepreneurship is a creative activity. It is the ability to create and build something. It is a knack of sensing the opportunity where others see chaos, contradiction and confusion.

Entrepreneurship is the attitude of mind to seek opportunities, take calculated risks and derive benefits by setting up a venture which comprises of numerous activities involved in it. Entrepreneurship is a philosophy. It is the way one thinks, one acts and therefore in can exist in many situations, let it be business or government or in the field of education, science and technology or poverty alleviation or any others.

Characteristics of an Entrepreneur:

1. Creativity
2. Dynamism
3. Team building
4. Problem solving
5. Risk taking
6. Commitment
7. Innovation
8. Leadership
9. Achievement motivation
10. Goal orientation

11. Decision making
12. Self Confidence

Functions of Entrepreneur:

An entrepreneur has to perceive opportunities, plan, organize resources and oversee production and marketing. He infuses motivation among his assistants. Most importantly he has to innovate and bear risk. The main functions of an entrepreneur are:

1. Entrepreneur start- business activity by preparing various plans relating to business
2. He organizes lectors of production.
3. He takes decisions about product, technology, marketing, employment etc.,
4. He co-ordinates things effectively.
5. He introduces new methods into practice.
6. He handles budget of his concern
7. He bears risk and uncertainty.
8. He gives directions to the business firm and ensures its effective operation.

Role of an Entrepreneur:

Entrepreneurs are the business leaders. They aspire for ideas and put them into practice in nurturing economic growth and development. They play the most important role in the economic growth and development of a country's economy. Entrepreneurs play a pivotal role not only in the development of industrial sector of a country but also in the development of agriculture and service sector. The major role played by the entrepreneurs in the economic development is as follows:

1. Entrepreneurs promote capital formation by mobilizing the idle savings of the citizens. They employ resources for setting up their enterprises.

2. Entrepreneurs provide large scale employment to artisans, technically qualified persons and professionals.

3. Entrepreneurs help the country to increase the Gross Domestic product (GDP) and Per Capita Income.

4. Entrepreneurs 'encourage effective mobilization of skill, bring in new products and services and develop market for the growth of the economy

5. Entrepreneurs enable the people to avail better quality goods at lower prices which results in the improvement of their standard of living.

6. Entrepreneurs promote development of Industries. They help to remove regional disparities by industrializing rural and backward areas.

7. Entrepreneurs contribute towards the development of society by reducing concentration of income and wealth.

8. Entrepreneurs promote country's export trade.

9. Entrepreneurs work in an environment of changing technology and try to maximize profits by innovations.

Importance of Entrepreneurs

Entrepreneurs occupy a central position in a market economy. They serve as the "Spark plug" in the economy's engine, activating and stimulating all dynamic activities for the economic progress of a nation and to spread its activities worldwide. So they must be encouraged and rewarded. A society becomes prosperous only when it rewards and encourages the entrepreneurial activities because they are the critical determinants for success, prosperity, growth and opportunity in the economy. The most dynamic societies in the world are those that have more

entrepreneurs. Entrepreneurs promote capital formation by mobilizing the 1'du: savings of the public. They employ their own as well as borrowed resources for setting up their enterprises. Such type of entrepreneurial activities tends to value addition and creation of wealth, which is very essential for the industrial and economic development of a country. It is the entrepreneurial energy, creativity and innovation that trigger the production and sale of new products and services. It is the entrepreneur, who undertakes the risk of the enterprise and search of profit and. seeks opportunities to earn profit and strives hard to satisfy the needs.

Self-Employment Opportunities for Entrepreneur

The self-employed are backbone of a nation. The corner tea shop, mom- and-pop grocery, scrap dealer and the internet cyber shops are some of the examples of self-employee entrepreneurship. Encouragement and help to compete in the global economy is very essential. The Government of India has been at the forefront to promote private entrepreneurship by providing the right socio- economic eco - system for innovation and development. The key to transforming an individual from being “self-employed” to become an “entrepreneur” is the establishment of a business organization. The Ministry of Micro, Small and Medium Enterprises (MSMEs) is the off-beat of this change. As majority of new business entities are launched with minimum capital and maximum vision.

Any individual interested in setting up a unit, has a vast opportunity to select any form of business which he/she thinks feasible. For example they can select business such as:

1. Advertising Agencies
2. Marketing Consultancy
3. Industrial Consultancy
4. Equipment Rental and Leasing
5. Photo copying centers

6. Industrial Research and Development
7. Industrial Testing Labs.
8. Internet Browsing/Setting up of Cyber Cafe
9. Installation and Operation of Cable and T.V Network
10. Creche and Beauty Parlours

Self-employment Schemes:

Finance is one of the essential requirements to start an enterprise. Without adequate funds, no business can be started or developed. To meet this requirement, the governments both at the Central and State levels have set-up several financial institutions. These financial institutions help even small scale industries by providing loans.

Some of the important financial institutions are:

ndustrial Development Bank of India (IDBI)

Jational Bank for Agriculture & Rural Development (NABARD)

:xport and Import Bank (EXIM BANK)

;mall Industries Development Bank of India (SIDBI)

ndustrial Finance Corporation of India (IFCI)

ndustrial Credit & investment Corporation of India (ICICI)

ndustrial Re-Construction Bank of India.

:ommercial & other Banks

;tate Finance corporations.

.ife Insurance Corporation of India (LIC)

Jnit Trust of India (UTI)

Promotional Organizations:

Government at State and Central level has introduced many measures to support the growth and development of entrepreneurs. A number of promoting agencies and institutions have been setup to help emerging entrepreneurs to start especially small & medium scale enterprises. These institutions support the entrepreneurs in respect of training, financing and marketing. Some such institutions are:

1. District Industrial Centers (DIC's)
2. Small Industries Development Corporation Ltd (SIDC)
3. National Small Industries Corporation (NSIC)
4. Small Scale Industries Board (SSIB)
5. Small Industries Service Institutions (SISI)
6. Industrial Estates (KIADB)
7. Khadi & Village Industries Corporation (KVIC)
8. Technical Consultancy Organizations (TCO)

Profile of some Successful Entrepreneurs

Dr. Pratap Reddy:

He developed India's first Hospital group, "The Apollo Hospitals". He revolutionized India's whole health care sector and to-day it has over 750 corporate hospitals on modern lines throughout the country. The idea came to Dr. Reddy, when a patient, who could not make it to go to Texas in America for open heart surgery. Dr. Reddy created a medical infrastructure in India which made medical care more affordable and accessible for everyone.



Naresh Goyal:

He is the founder and chairman of “Jet Airways”. It is India’s largest domestic airlines under private sector. After his graduation he worked in a travel business. By 1974 Goyal started to look after sales and marketing of foreign airlines in India. In 1917, Goyal took advantage of the open sky policy of Indian Government and set-up. Jet Airways for operation of scheduled air service for domestic flights in India.



Narayan Murthy:

He is one of the founders of “Infosys Technologies Ltd.,” in 1999. Infosys became the first Indian company to be listed on NASDAQ (National Association of Securities Dealers Automated Quotations). By 2006, the company employed over 50000 people and had a turnover of two billion dollars. Murthy has always believed that honesty, transparency and moral integrity are the key factors for the success.



Varghese Kurien:

He is the renowned Indian social entrepreneur and is best known as the “Father of the White Revolution” for his millions of liters of milk flow. Kurien was the leading personality in agricultural development programe. Amul milk and milk products is the achievement of Kurian. He established a small scale Anand milk dairy in Kaira district in Gujarat state and now it is the largest dairy development enterprise in India.



Dhirubai Ambani:

He was the most enterprising Indian entrepreneur. His life journey is reminiscent of the rags to riches story. He is remembered as the one who rewrote Indian corporate History and build a truly global corporate group. Dhirubai Ambani alias Dhiralal Hirachand Ambani’s father was a school teacher. Dhirubai Ambani started his entrepreneurial career by selling “Bhajan Books” to pilgrims in Mount Girnar during the weekends. After doing his matriculation at the age of l6Dhirubhai moved to Aden in Africa. He worked there as a Gas-station attendant and as a clerk in an of company. He returned to India in 1958 with Rs. 50000/- and set up a textile trading

company. His business had diversified into a core specialization in petro-chemicals with additional interests in tele-communications, information technology, energy, power, retail textiles, infrastructure services, capital markets and logistics. The Reliance Company which is started by him is one of the important entrepreneurships in the world.



Azim Premji:

He is the chairman of Wipro Technologies which is one of the largest software companies in India. When he was a student Premji was summoned home due to the death of his father. During the Annual General Body meeting, one of the shareholders advised Premji to sell his shares. This made Premji more determined to make his company a successful enterprise. To-day Wipro Technologies is the largest independent Research and Development (R & D) provider.



Ekta Kapoor:

She is known as the Queen of Indian Television sector. She is the creative Director of “Balaji Tele Films” and was awarded the best

entrepreneur o' the year 2001 by the Ernest Young. At nineteen she ventured into T.V. Production arena.



Kiran Mazumdar Shah:

She is the Chairman and Managing Director of Biocon Ltd., the largest Bio-technology company in India. She started Biocon in 1978 in a rented garage, faced with variety of problems and challenges because bio-technology was a new field and a woman entrepreneur promoted such an enterprise was very rare. She crossed over all entrepreneurial barriers and made Biocon a success.



EXERCISES

1. **Fill in the blanks with suitable answers:**

1. The word entrepreneur has come from the French word _____
2. The process of action, an entrepreneur undertakes to establish an enterprise is called _____
3. The person who developed Apollo Group of hospitals was _____

4. The Chairperson of Wipro is _____

2. **Discuss the following questions in group and then answer.**

1. Who is an entrepreneur?
2. “Entrepreneurship is a creative activity”. How?
3. What are the characteristics of Entrepreneurship?
4. Explain the importance of an Entrepreneur.

3. **Activities:**

1. Visit an enterprise near your place and collect information about the workers.
2. Collect information about various sources (Internet Books)
3. Collect the photographs of famous entrepreneurs of India.

4. **Project Work:**

Arrange for an interview with your nearby entrepreneur and collect detailed information about how he/ she has built up that enterprise and prepare a report.